DOCUMENT RESUME

ED 140 960 PS 009 343

TITLE	The Mount Druitt Early Childhood Project. Second Annual Report to Bernard Van Leer Foundation.
INSTITUTION	Macquarie Univ., North Ryde (Australia). School of Education.
SPONS AGENCY	Bernard Van Leer Foundation, The Hague (Netherlands).; Macquarie Univ., North Ryde (Australia).; New South Wales Dept. of Education, Sydney (Australia).; New South Wales Health Commission, Sydney (Australia).
PUB DATE	Jan 77
NOTE	283p.; Filmed from best available copy
EDRS PRICE	MF-$0.83 HC-$15.39 Plus Postage.
DESCRIPTORS	Annual Reports; Behavior Change; Cognitive Development; *Demonstration Programs; *Early Childhood Education; *Foreign Countries; home Programs; Performance Based Education; Preschool Curriculum; *Preschool Programs; *Program Descriptions; *Program Evaluation; Questionnaires; Rating Scales; Self Concept; Student Evaluation; Teaching Methods
IDENTIFIERS	*Australia; Mount Druitt Early Childhood Project

ABSTRACT

This second report covers the activities of the Mt. Druitt Early Childhood Project during 1976. The project emphasizes a model that develops children's abilities to use particular skills to learn: making decisions, using resources, evaluating themselves, becoming more self reliant and developing a healthy self concept. The report is arranged into three major sections: Part A is a general report on the project as a whole - buildings, enrollment, curriculum materials and community involvement. Part B describes the development of each of the five programs and their activities during the year. The programs discussed are the Contemporary Australian Programs, the Competency Based Program, the Behaviourist Program, Cognitive Pre-School Program and the Home Base Program. Part C summarizes the evaluation activities which were carried out. Appendices include questionnaires, rating scales and other evaluation measures. (MS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED140960

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

BEST COPY AVAILABLE

MT DRUITT EARLY CHILDHOOD PROJECT

PS 009343

SECOND ANNUAL REPORT

TO

BERNARD VAN LEER FOUNDATION

January, 1977

SCHOOL OF EDUCATION

MACQUARIE UNIVERSITY
NORTH RYDE AUSTRALIA 2113

ED140960

BEST COPY AVAILABLE

THE MOUNT DRUITT EARLY CHILDHOOD PROJECT

PS009343

AN EVALUATION PROJECT IN EARLY CHILDHOOD EDUCATION SUPPORTED BY THE BERNARD VAN LEER FOUNDATION, THE NSW DEPARTMENT OF EDUCATION, THE HEALTH COMMISSION OF NSW, THE SMITH FAMILY AND MACQUARIE UNIVERSITY

PROJECT STEERING COMMITTEE

Professor Hugh Philp	Macquarie University, Chairman
Mrs A. Bevan	N.S.W. Department of Education
Mr R. Turner	Smith Family
Dr G. Andrews	N.S.W. Health Commission
Mr John Braithwaite	Macquarie University, Field Director

PROJECT STAFF

Project Director:	Professor Hugh Philp
Field Director:	John Braithwaite
Program Assistants:	Jim Alexander Jillian Belme Muriel Healey John Metham
Research Assistants:	Barbara Ashford Carolyn Weick
Secretary:	Marilyn Fraser

PROJECT SCHOOLS

School	Principal	Infants' Mistress
Bidwill	Mr M. Hardes	Mrs L. Thomas
Dawson	Mr V. Newman	Mrs J. Putland
Madang Avenue	Mr J. Eddington	Mrs E. Gray
Mt. Druitt	Mr J. McIntosh	Mrs R. Jones
Whalan	Mr D. Wagner	Mrs J. Watson

LIST OF TEACHERS

Dawson Preschool

Teachers: Wendy Johnston
Robyn Page
Mandy Northam*

Aides: Yvonne Scrine
Chris Sykes

Madang Avenue Preschool

Teachers: Anne Barnier
Margaret Tafe

Aides: Narell Cunningham
Elizabeth Bryden

Mt. Druitt Preschool

Teachers: Sue Tanner
Jenny Mayo

Aides: Val Darvie
Liz Savage

Whalan Preschool

Teachers: Margaret Bouvet
Pat Meyers
Kay Clothier*

Aides: Carole White
Irene Gallon

Bidwill (Home Base)

Teachers: Lorraine Poxon
Pam Parker
Genevieve Finn
Susan Kalms
Kathy Small*

* left during 1976

ACKNOWLEDGEMENTS

As the Project's activities are not restricted to a laboratory setting but are carried on within the public schools in the Mt. Druitt area, the list of people who have contributed in no small way to our progress, is quite extnesive. To our collcagues within the School of Education Drs Dunkin, Johnstone, Precians we are grateful for their continuing guidance. Dr John Chapman, Dr Eira Hasgard, Dr Myles Mooy, Mrs Mary Lane and Mrs Barbara Beer and the community nurses of the Health Commission have only too willingly responded to our requests for assistance.

Due to the collaborative nature of the Project our accomplishments would be few if it were not for the unselfish co-operation of the various school principals and infant mistresses and educational administrators of the N.S.W. Department of Education who have lightened our load and co-operated in a truly professional way with our endeavours.

Above all we must thank the teachers and aides in the Project schools who have continuously responded to our increasing demands upon their time and patience and who have also helped maintain our sense of reality and good humour. And most especially the parents and children of the schools in the area who have reinforced our beliefs about the values arising from participating in a Project of this nature.

Our thanks go to all those named above and any whom we may have overlooked.

TABLE OF CONTENTS

	Page
Project Steering Committee, staff, schools	i
List of teachers	ii
Acknowledgements	iii
Table of contents	iv
Preface	1
Project developments	1
PART A - General report on the Project	3
Buildings	10
Enrolments	10
Curriculum materials	10
Community involvement	11
PART B - Program statements	13
Contemporary Australian Program	14
The Competency Based Program	37
The Behaviourist Program	50
Cognitive Pre-school Program	87
Home Base Program	121
PART C - Evaluation	136
Evaluation procedures	137
Data handling	141
Test development	143
Teacher and aide logs	146
Process observation	148
Preschool observation schedule	150
The development of language measures	157
Pre-mathematics in pre-school	181
Pre-reading measures	187
Behaviour inventory (PEPI)	189
Home-based evaluation measures	200
PART D - Future developments	206
APPENDICES	208
A	209
B	217
C	225
D	230
E	232
F	234
G	250
H	259
I	263
J	267

PREFACE

This second Report covers the activities of the Mt. Druitt Early Childhood Project during 1976. It takes a somewhat different form from its predecessor. In an attempt to give some feeling of the flavour of each separate program within the Project, each Program Assistant has written a detailed account of that section of the work for which he or she has been responsible and these five accounts appear in the body of the document. The report itself is arranged in three major sections:

> the first (A) summarises the general activities which have been undertaken across the project as a whole,
>
> the second (B), as noted, consists of descriptions of the development in each of the five programs and activities associated with them during the year,
>
> the third (C) consists of summaries of the evaluation activities with which we have been concerned.

Given this structure, there is some inevitable repetition - e.g. the Program Assistants have described specific evaluation activities which are analysed in some detail in the third section, but in our view any attempt to have edited this material out of the documents prepared by the individuals responsible would have resulted in a more sterile, less interesting, report.

PROJECT DEVELOPMENTS

1976 has seen the continuation of the processes of development and consolidation which were commenced in 1975. The year for the most part has been a successful one. The range of activities generated by the five programs, enhanced through co-operation with other bodies in the Mt. Druitt area, has steadily increased. While these activities have largely stemmed from school concerns or school events, there has been an increasing willingness for members of the community to initiate programs.

There were full enrolments in all centre-based schools in the beginning of the year and the Home Base program was preparing for movement to Bidwill. All teachers in the centre-based programs had remained from 1975, so that for them 1976 has provided an opportunity for further experiment and consolidation in collaboration with the program assistants. On the other hand, three of the four teachers in the Home Base program were new to the project. The problems which this created are outlined elsewhere in this report. Fortunately however, all teachers aides remained in all schools and their expertise has gradually but steadily increased. Routines became quickly established and the schools developed happy and purposeful atmospheres. By the end of the year all programs were well stabilised in their routines and child-related activites: this was largely due to the capabilities and dedication of the teachers and their aides.

From the beginning of the year initiatives were taken to involve parents in school activities and these attempts met with varying degrees of success. Each school set up its own formal parental committee and elected representatives to the overall Field Committee. The degree of involvement fluctuated from site to site but more than 30% of all parents became involved in one way or another with the work of the schools.

Once routines had become well established more and more attention was paid to evaluation and numerous procedures for the collation for different types of data were devised. There was frequent necessity to return to the drawing board as ideas which were theoretically valid proved to be practically impossible to implement. Indeed the difficulties inherent in developing purposeful process methods in the circumstances of Mt. Druitt cannot be overstressed. It is a tribute to the staff of the Project, however, that their efforts to develop such measures were so innovative, varied and to a large extent, successful.

Many different groups and individuals outside the Project visited the Project after Term Two and regular interaction with outside people became quite common. In many cases these meetings were valuable to both Project staff and the visitors themselves.

It was unfortunate that there was little opportunity to develop the programs into the kindergarten area. The need to overcome evaluation problems and related issues within the basic project did not allow us to concentrate on the possibilities of upward movement beyond initial discussions with the Mistresses in charge of the Infants' Schools. However, this area of activity will undoubtedly receive much greater attention during 1977.

It is pertinent to reiterate here that there has been frequent questioning of the basic issues outlined in our previous documents in an attempt to determine where our original ideas were still valid. As part of this process both staff and local educational administrators were interviewed and their perceptions and beliefs recorded. Parental and community ideas about the project were also gathered and analysed by project personnel. These processes were a highly rewarding one. We gained a wide range of different perceptions and these will form part of our final evaluation analysis.

One crucial issue which we have debated at length centres on ways of ensuring continuity of introduced change once the change agents are withdrawn from the scene. Our basic strategy, in an attempt to make changes viable and self-sustaining, was slow but planned withdrawal of the guidance of the program assistants towards the latter period of the year. We have attempted to ensure that the programs can continue to function autonomously and although at this stage, it is too early to know whether or not the introduced changes will be maintained, this objective is constantly before us. As Husén has stressed, we must enter the system from within to establish a climate which reacts positively to change.

PART A

General Report on the Project

1. INTRODUCTION

The beginning of 1976 saw the Project operating with all programs having no physical barriers to their implementation, following the completion of the pre-school buildings towards the latter part of 1975. Thus it was possible to develop curricular materials and classroom practices on more systematic bases than in 1975. The great difference between discussing, role playing and curriculum writing activities in a university setting and the reality of the classroom and home settings, forced us to focus on extensive developmental activities throughout the year. In all programs, those activities which attempted to find out which ideas translated more effectively into practical outcomes, were of paramount importance. Ideas and beliefs that were argued strongly for on theoretical grounds in the early phases of the year yielded to changes as a result of the constant re-evaluation of children's performances, preferences and wishes. Indeed such events are to be expected: for educational settings that are not re-evaluating and, where necessary, modifying past practices are in danger of becoming moribund.

Important though they are, the developmental activities in the schools and homes were not the only focus of attention, as the Project staff and others sought to implement the objectives of involving the parents and community into our programs. A range of activities involving parents, mothers and high school children have been developed. However, the situation that Bronfenbrenner reports on in the U.S. where the socialization systems are disassociated from each other and tend to be systems "in abscission", largely pertains in Australia. The attainment of effective two-way involvement between educational agencies and the community still is far from being achieved both within the Mt. Druitt region and the country as a whole.

Concomitant with this concern with the developmental aspects of the Project was the increasing attention paid to evaluation activities. The model viewed the evaluation component as being an integral part of the developmental activities and a considerable amount of time was devoted to helping teachers and others refine their ideas in order that the task of gathering evaluation data in 1977 should proceed on a rational and systematic basis. Some of these evaluation activities are elaborated in subsequent sections.

Thus, 1976 has been a year of development, consolidation and evaluation. Successes and failures have been many but, viewed in retrospect, the year has represented a period in which the various Project activities have been welded together into a viable structure which through the commitment of all, involves augurs well for the continued well-being of the Project in 1977.

2. PROJECT MANAGEMENT AND PERSONNEL

Project Management:

As mentioned in the previous report the Standing Committee of the Project, comprising representatives from Macquarie University, the N.S.W. Department of Education, the Smith Family and the Health Commission of N.S.W., has the responsibility for making all policy

decisions. This committee met on a number of occasions during 1976 and continued its general supervision of the various activities affecting the running of the Project. In many ways the advice tendered by the committee members has facilitated the day by day running of the Project.

The Field Committee, comprising members of the Project staff, the schools and area education administrators has continued to meet on a regular basis and proved to be a most valuable liaison group. Special mention must be made of the parental representatives from each school. These parents have contributed greatly to our deliberations and often have brought fresh insights into the realities of bringing up preschool aged children in the Mt. Druitt area. In many ways the contributions made by these representatives to the work of the committee has reinforced the values inherent in having parental and community members involved in the decision making process within any educational organisation.

At the school level a variety of administrative arrangements have been developed to involve the parents and the community within the administration of the preschools. At some sites these committees have been set up within the existing parental organisations, whereas in other places a separate organisation was established. By and large the purposes of these committees have been determined through consultation with the teachers and school administrators and generally they have seen their roles as embracing areas such as community liaison, supporting the learning experiences of the children, fund raising for equipment and providing a meeting point for the mothers in the community. As with any other organisation, the effectiveness of these committees varies according to the strength and drive of its membership. Some committees have proved to be successful at their chosen roles whereas others have been more diffident in working on tasks that are often outside the traditional roles of such committees within the Australian scene. Certainly many parents have a strong 'love-hate relationship' towards schooling which has been developed through their own educational experiences. There is a need to provide such committees with support so that they can realise their expectations in a more worthwhile fashion. There can be no doubting the values associated with having the parents involved in a meaningful way within the educative process. The basic argument which remains unresolved within the Mt. Druitt and Australian setting is whether the pre-schools are using parental resources to the full and concomitantly, whether parents are always ready and willing to respond to overtures which may help the upbringing of their children or more directly may make schools less threatening social organisations for them.

Project Personnel:

a) Project Staff

We have been extremely fortunate in the qualities of our staff. As with any Project which has a multiplicity of functions, staff members have had to wear many hats ranging from chauffeur to film projectionist. During the early developmental phase it has been difficult (if indeed it is desirable) to remain detached from the everyday happenings and at the same time maintain the original charter. The Project's staff have handled the modifications to their original roles in ways which have often been spontaneous and far reaching, and this has been a tribute to their versatility and ingenuity.

b) Teachers

There were some teacher vacancies at the end of 1975 for reasons not associated with the Project. The same selection process that was followed before was instituted and we were fortunate for the most part, in those chosen. Unfortunately in one instance a teacher found it difficult to meet the demands imposed on her and she was replaced at the end of Term One. The need for both Project staff and teachers to be honest about the demands which are mutually imposed by both parties upon the other, cannot be overstressed. The way in which the new teachers have been assimilated into the running of the various programs speaks well for the continuing Project teachers and staff. This has been facilitated by the provision of continuing in-service programs for the new members. The training materials which had been developed during the previous course at Macquarie again proved to be useful in this task.

One of the difficulties associated with any project involving personnel in a number of different sites is the ease with which the various elements tend to become isolated from each other. To overcome this and to provide regular informative feedback to the teachers on developmental and evaluative issues, a series of newsletters was issued and inservice days involving all Project staff were held during the year. While these days were not as many as the Project staff would have preferred, they provided the opportunity to stage group discussions about common Project issues and to provide group training on specific evaluation activities. In addition all staff members spent numerous hours after school discussing program activities and developments. On occasion, outside experts, such as speech therapists, were brought in to spend some time with the teachers, discussing special issues that had arisen and which were beyond the competencies of the Project staff to handle. Further, most teachers and aides also attended the regular inservice meetings provided by the N.S.W. Department of Education for preschool teachers.

Mention must also be made of the ease with which the teachers coped with the increasing demands upon their time and skill, ranging from providing guidance to high school students to answering the innumerable questions posed by an increasing number of visitors.

One aspect concerning the teachers' training which was pursued in 1976, concerned their educational philosophies. The teachers have always been allowed to select the program with which they wish to be associated, on the grounds that incompatibility between educational philosophy and practice can result in disequilibrium in the classroom. Fortunately the original choices of the teachers matched the available places in the different programs. Subsequently a teacher information questionnaire based on an Educational Testing Service study was administered to the teachers in late 1975 (see Appendix A). The subsequent analyses, using a cluster analysis program, highlighted the similarities of the responses to the questionnaire between teachers who chose to work with a particular program. Both theoretically and practically this response pattern augured well for the successful implementation of the programs. An interesting side issue arising from the administration of the questionnaire to teachers who were not selected for the program, showed that their responses indicated far less openness and responsiveness to change than the teachers who were selected for the Project. This was a rewarding confirmation for the selection procedures followed.

A subsequent readministration of the questionnaire to the teachers at the end of 1976 yielded some apparently significant changes in attitudes but further analyses are needed before meaningful comments can be made.

c) Aides

We cannot speak too highly of the abilities and enthusiasm of the aides in the classroom. All the aides selected in 1975 continued on with the Project in 1976 and it is heartening to see how well they have responded to the demands made of them. Continued inservice training 'on the job' enabled appropriate guidance to be provided for them. In this task the value of the video equipment cannot be too highly commended as it enables replay of early episodes that have been taped in the classroom and which formed the basis for subsequent discussion.

DEMONSTRATION & DISSEMINATION ACTIVITIES

One of the original objectives of the Project was to provide a demonstration and dissemination service in early childhood education for people in Australia. The Standing Committee decided that it would be desirable to restrict the number of visitors in the early stages of the Project in order that the teachers and aides would become more secure in their various roles. Accordingly few visitors were accommodated until the beginning of Term 2, 1976. Since that time many visitors have come into contact with various aspects of the Project's endeavours. In the main these people have come from teacher education institutions or schools. For the former the visits seem to have provided different insights into various aspects of early childhood practices and it would be true to state that at times quite involved discussions have followed some of the visits as philosophical and practical viewpoints have been debated. Visitors from schools have generally come to the Project to investigate the realities behind having a preschool integrated into the normal infants/primary system. Questions based on curricular practices, equipment and integration have generally been the key points of such visits and many infant mistresses have stressed the value of having on-going programs to look at. Hopefully many of the factors that have been discussed concerning change and innovation in schools will have wider impact within the state school system. Certainly individual cases can be cited where the work of the Project has largely influenced particular developments in specific school situations. More activities of this nature are planned for 1977, including wider curricular involvement with schools and teachers in the Mt. Druitt area.

As well as providing demonstration activities for professional educators, the Project has been visited by numerous students in their preservice years from teachers' colleges, technical colleges and so on. The emphasis in such visits has been on participation in the classrooms as resource people for the children, rather than having such students sit passively around the room. Both from the educational viewpoint and through their interactions with the parents present in the classroom, the students have gained insights that possibly they would not have been able to attain without the Project schools. Considerable thought has to be given to the possibilities of providing continuous pre-service training for the numbers of institutions requesting the use of the Project's facilities.

In addition to providing opportunities for numerous groups to visit Project schools, the Project's staff has given a number of seminars to students in universities, teachers' colleges and to political and professional interest groups. Generally these seminars have embraced topics such as the Project as a whole or the separate programs, instituting change in education and evaluation designs for multi-variable projects. Such presentations have been made to both local and overseas groups either within or outside Australia. Inservice educational experiences have also been provided for school principals and mistresses.

The wider educational public in Australia and overseas have been informed about the Project by articles and summaries published in professional journals and information sheets. Numerous requests have been received for information about the Project and every attempt is made to answer such requests.

It is obvious that the demonstration/dissemination phase of the Project's activities will receive greater attention in the future and it is hoped that such demonstration activities will become a permanent feature within the education system in this state.

MEDICAL ACTIVITIES

The medical activities associated with the Project have been directed towards two areas -

i) providing medical advisory care to children who have been referred by teachers, and

ii) piloting instruments to be used in the medical areas of the Project's evaluation.

In the first task we have been fortunate to have obtained the whole-hearted co-operation of the personnel associated with the Mt. Druitt Polyclinic. Children who have been observed by teachers as exhibiting behaviours which warrant closer medical examination have been referred to the appropriate medical officers in the Polyclinic. Further the constant support of the community nurses when assistance has been asked for by the teachers in the Project, has been of value. In many other ways the Polyclinic staff has provided the services of health educators for the various parental meetings that have been organised. The twin aspects of educating the parents about more acceptable ways of providing appropriate health care for their children and the available referral services have proved to be valuable to all concerned with the Project as it has yet again shown how the schools can co-operate with the health professions in providing worthwhile care services for children.

The second area, concerning the development and trial of appropriate procedures and instrumentation for the medical survey of the children in the Project, has involved a considerable amount of time. Basically the objectives of this evaluation are to gather developmental information about the children in the sample which can be of historical and diagnostic value and to design a nutritional survey which can provide valuable information about the nutritional habits of the families in the area. It is intended to correlate the information obtained in

both areas with the children's present and future academic social progress through their school career.

For the developmental profile a form was trialled which covered aspects of the child's pre, peri and post natal development, sensory status, height and weight status and other general medical conditions (see Appendix B). Practice soon found the necessity to carry out the medical interviews with the mothers at a different time to the physical examination of the child. When this procedure was followed the time involved was halved and this is an important factor when resources are scarce. The profile proved to be an efficient way of recording data and for its later translation into more permanent data storage. Fortunately only minor modifications are needed for the 1977 study.

In addition to the profile a modified version of the Denver Developmental test was administered to the children. This test was chosen as it purports to present a quick checklist of a child's development against a set of U.S. norms and thus might enable cross-cultural comparisons to be made. Moreover, it covers areas not contained in the diagnostic profile. To date, while it has been found to be a comparatively easy test to administer, examination of the data it yields has not entirely convinced us of the wisdom of continuing on with its use. The difficulty is, of course, to find another instrument which is more effective from our viewpoint but which is just as easy to administer.

The nutritional survey has developed through the clarification of the procedures to be followed in data collection. Its objectives are to

* investigate and assess the nutritional status of each child in the sample;
* identify high-risk groups and begin to identify causative factors;
* provide baseline data for developing and evaluating a segmental nutrition program for pre-school children; and
* establish viable procedures for assessing the nutritional status of at risk children.

The survey includes the gathering of food consumption data from the parents, bio-chemical analyses of the child's current health status and the extrapolation of the nutritive values of the consumed food. All of this information would be correlated with the existing medical information about each child.

It is planned to pilot the nutritional survey in April, 1977, and to gather the complete sample data in June-July, 1977.

BUILDINGS

The buildings that had been designed for the N.S.W. Education Department have provided quite attractive environments for pre-school children. The attached administration blocks, which had the potentialities of becoming 'white elephants', have been continuously used in a variety of ways. For example parent meetings, both formal and informal, occur there; all schools use the space for playgroups and associated activities while at specific sites pre-school classes for deaf children and for hyperactive pre-school children are operating.

We were fortunate at Bidwill school when the Department of Education provided a double portable building for use by the Home-based teachers. One half of the building serves as an office/storeroom for the teachers while the other half is used by us for parental meetings and playgroup activities.

It is a matter of some disquiet that the four pre-schools still have not had their grounds landscaped. This restricts the outside activities for the children, for in summer the grounds are rock hard only to become mud heaps in winter. It is hoped that the delays in the Public Works Department will be overcome in 1977. Certainly a more satisfactory outcome would have prevailed had the monies been given to the schools for them to use.

ENROLMENTS

Allowing for daily fluctuations, all programs have maintained full enrolments of 80 children each day, enrolled in two sessions of 40 at the centre-based programs and each home-based teacher having a load of 14 families. The move to Bidwill has meant that more families than can be handled with the existing number of teachers, are seeking enrolment in the home-based program.

The current predictions for 1977 indicate that all programs will have full enrolments.

CURRICULUM MATERIALS - SELECTION AND PURCHASE

The diversity of the programs within the Project's activities has meant that a variety of different attitudes towards the selection and use of curriculum materials has resulted. For the most part teachers, in consultation with program assistants and others, have selected those materials which would enable them to provide appropriate learning experiences for the children. Consequently while there is a great deal of similarity between the materials chosen, as there would be in most early childhood programs, there are specific areas which are highlighted in each school. The ways in which such materials are used are featured in the daily planning logs used in each program.

Within the home-based program a different approach is taken to the selection of materials. Essentially the materials used should be 'found' items from the local environment or if not, should be those that can be easily and cheaply made. The teachers involved in this

program have built up a set of criteria for the selection of materials to be used with parents and children. Variety and versatility are the essential determinants of choice of the materials that have been developed.

A small toy library has been associated with each of the different programs and these have operated with differing degrees of success. The parents' groups have assumed responsibility for the operation of the libraries and this has had a variety of consequences. Some groups have worked well whereas others have been more spasmodic in their operation. Two factors seemed to have caused this variety in effectiveness. First, where parents have instituted charges for the toys that are borrowed, usage has fallen away. Second, parents believe that children have a preference for more involved and complicated toys, and do not always believe that the toys in the libraries are worthwhile. Remedial steps will be taken in 1977 to improve the functioning of the toy libraries and to educate parents in more appropriate criteria for choice of the types of toys children select for themselves and the educational potentialities of different simple toys.

One aspect of curriculum development which has arisen out of unanticipated needs, was the need to collate appropriate curriculum materials about various aspects of child rearing for use with parental and high school groups. Drawing upon the resources of the university and the Health Commission, various sets of materials have been put together. Each set features film material as a means of starting discussion and provides guides for group discussions. While there has been a great deal of variation in the qualities of these sets, further development of them will be undertaken in 1977.

COMMUNITY INVOLVEMENT

It would be gratifying to open a section on this topic with the statement that we have achieved our objective of involving parents and the community wholeheartedly in the educative process. Unfortunately the task is not an easy one to achieve, and as with all programs attempting to implement such an objective, the legacies of past political and personal practices have had a great bearing on the achievement of the objectives. Indeed it may well be that Australia is at a watershed, as both the educational workforce and the various parent and community groups consider the ramifications of such a step. A great deal of traditional resistance must be overcome. For their part, the educational administrators argue that they are helping the achievement of such an outcome by decentralising the control of education and instituting formal parental representation on some controlling bodies. However, the community has no real say in the decision making process beyond defacto involvement and the teachers' unions are loath to relinquish the present control the professionals currently enjoy. On the other hand the parents and the community are influenced by their previous encounters with schools and are often not at all responsive to involvement, preferring to leave the task of education to the professional educators. It is within this background that we have attempted to involve parents in the schooling process and to strengthen the roles that they have to play in the education of their children.

Of course it is a long step from getting parents to be involved in the learning experiences of their children to having them assume a decision making role within the centres. While quite rightly the State educational administrators required that parents participate in school based meetings and the Field Committee meetings, a long path has to be trodden before parents are entrusted with a real say in the decision making process of schools.

In many ways while the initial attempts have been slow they have been rewarding. An open invitation to all parents to join in their children's learning experiences produced a variety of responses at the different centres. Some found parents diffident whereas others were more than happy to join in. Obviously the 'openness' or otherwise of the particular school towards parents would affect the parent's initial reactions. It was found essential for the teachers to provide a list of tasks for the parents to do as they expressed a need for guidance, e.g., "What can I do, cut up the fruit?" and it was responses such as these which has seen parents fulfilling the kind of housekeeping tasks which we were trying to break away from. The list of suggested and involved tasks was what some parents wanted, whereas others were content to "leave it to the teacher".

As the year progressed a number of parents realised that the teachers were sincere in their wishes for the parents to become involved in the school and many attitudes changed. However, many parents, quite legitimately from their viewpoint, still see the pre-schools as providing a respite from the pressures of child rearing.

Thus although the parental and community involvement has developed slowly many worthwhile activities have occurred. For example, the teachers have been active in encouraging mothers to share in the children's learning experiences, parental groups have organised and run toy and book libraries for members of the community and many informal group meetings have occurred at which parents have discussed issues concerning their children and the school. Further the schools have proved to be ideal meeting places for a range of community activities, both during the day and at night.

On a more formal level the Project has organised a series of film presentations on aspects of family life, has developed a program in child development for high school students and has provided for the regular integration of these young people into the pre-schools on a weekly basis. Copies of relevant minutes of these meetings are attached as Appendix C.

Clearly more intensive effort is needed by all concerned to heighten further community awareness and involvement in the schools.

PART B

PROGRAM STATEMENTS

CONTEMPORARY AUSTRALIAN PROGRAM

(MT. DRUITT PRE-SCHOOL)

INTRODUCTION

Statements outlining the general philosophical background of the model have been published previously[1] and this statement attempts to review developments since the previous publication.

During 1976 the program attempted to achieve three main objectives -

i) to enunciate the program's objectives more comprehensively;

ii) to develop these objectives into curricular activities which could be documented;

iii) to prepare the way for the continuation of the program into kindergarten in 1977 and through years One and Two in subsequent years.

Various strategies were adopted throughout the year to achieve these objectives. Discussion with teachers and aides was the most important strategy used and this lead to the diagnosis of program weaknesses and strengths, and deciding a course of action to overcome the particular shortcomings. This process was usually a smooth one because of the professional attitudes exemplified by the school staff to their responsibilities. Another strategy was to provide a pool for new ideas through continual input from outside commentators and curriculum materials.

PROGRAM OBJECTIVES

It is a belief of the model that the long-term gains that child may achieve through the development of a healthy self-concept outweigh the immediate gains in achievement that may result from an academically oriented curriculum. The emphasis in the model then is on developing children's abilities to use particular skills to learn, such as making decisions, using resources, evaluating themselves and becoming more self-reliant. Philosophically, the model is committed to the view that these skills will in turn stand the children in good stead to deal with academic challenges when they are presented to them. Consequently the teaching-learning process within the school which can either help or hinder the development of the children's self-esteem needs to be oriented towards the achievement of this objective.

Part of the developmental work in 1976 was to identify empirically and practically those practices which fostered the children's self-esteem and to develop alternative ways of strengthening such experiences. It should be noted that the program is not endeavouring to promote school-oriented behaviour in its social objectives for each child. Child/child interaction is seen both as a successful outcome of teaching style and as a means by which the children develop self-esteem through the positive reaction of others to their efforts at interaction. The security and confidence that the child acquires through acceptance by teachers and peers is the necessary foundation for successful learning.

[1] See 1975 Annual Report to the Bernard Van Leer Foundation, School of Education, Macquarie University, 1976.

Observation of child behaviour and the causes of child distress led the staff to a considered decision to list 'social' objectives second only to 'personal' ones as being a major concern of the Contemporary Australian Program. Hence the priority of concern that the program shows for children's development is as seen in the table below.

	Developmental Area	Major Goals
1.	Personal	The development of initiative, self-reliance and self-confidence.
2.	Social	The development of ease in communication with both children and adults; and the ability to work co-operatively in small and large groups.
	Physical & Motor	The development of free, confident movement. The development of fine motor skills, e.g., cutting, pasting.
4.	Language	The development of the ability to speak clearly and confidently. The development of a wider vocabulary.
5.	Cognitive	The development of an understanding of basic logical concepts of causality and time.

IMPLEMENTATION OF OBJECTIVES

The implementation of the program's objectives required that decisions be made on the learning environment to be provided and the teaching style to be followed -

a) The Learning Environment

Various arrangements were tested until one was selected that allowed easy access to materials, free transition from activity to activity and promoted interaction. These considerations led to an arrangement such as shown below on page 21. Some of the areas in the pre-school are allocated for group use, and some are designed so that they can be used by individual children privately. Thus the children can choose to have other children around them or can play alone. Materials are set out in accessible places and the children are free to use the materials for whatever purpose they desire. This type of decision making is seen as crucial to the development of self-concept within the program.

b) Teaching Style:

The development of a teaching style needed attention if the attempt to implement objectives was to be successful. Certainly the staff perceived that effort would be required to adapt to the role of a facilitator rather than a controller of children's learning experiences. The teacher's role is one of facilitator, for a teacher-dominated curriculum is at odds with the child-centred emotional/social aims of the program. The teacher's role in interaction with the children is seen as supportive to the children's interest, and as promoting, through a personalised rapport, self-confidence, security and spontaneity in the child. In the classroom therefore, the teacher shows acceptance of children, uses children's ideas in classroom activities, rather than just her own; and observes the quality of each child's involvement at least once during the day. Knowledge gained from such observations allows the teacher to provide suitable materials, and in the case of the child showing low self-esteem and competence, to arrange a successful experience for that child. The teacher's role, then, is supportive, but also diagnostic, so that the actions of the teacher can be specific to individual areas of need. (The documentation of the teachers' efforts at observation and diagnosis will be presented at a later stage in this report.)

These general modes of teaching have been accepted by staff as the most suitable to the large proportion of the pre-school day. However, there are times when teacher planning, even though unobtrusive, need to be done in the interest of providing worthwhile experiences for the children. One of these is the group time; and the other is through programming and curriculum guidelines set up by the teachers.

The group time is the only structured experience that the children participate in during the day. The type of experience that this activity offers will be described (see Mt. Druitt Pre-school Timetable, p. 17). Wherever possible the children propose the content of group time, i.e. a selection of a story may have been made by a child arising out of other experiences in the pre-school. Some aspects of teacher planning may be evident in group time, e.g., the teaching of simple number rhymes, nursery rhymes, vocabulary, etc.

These comments suggest that the program offers a flexible timetable, allowing as much freedom of choice and movement for the children as possible.

MT. DRUITT PRE-SCHOOL: TIMETABLE

9.00 am - 11.00 am	Free Activity Time Throughout this block of time the children are free to select whatever activity they wish to do, unconstrained by time and routine considerations. Adults are available for help and to initiate activities for the dependent child.
11.00 am - 11.30 am	Group Time This activity involves the whole group and is used to sing songs, to learn rhymes, etc. It is also seen as a time when language and talk are promoted in the more unusual medium of a large group.

One of the dilemmas that the program provided was one of documenting effectively the day to day happenings of the program. Several approaches to programming have been tried to find a method which can cover everything that happens in this basically child centred approach. It was found that planning too far in advance provided difficulties because so much of what is done develops around the children's interest on that particular day. For example, one child may bring some interesting object from home, or may have an idea that interests and involves other children that is then developed into a theme for the day. Many of these experiences are worth recording and the program format must be flexible enough to accommodate them. Having discussed all these factors, a format such as is given on p.18 evolved. It should be noted that even the planned activities could be post-programmed if they were changed in response to the children's interests.

DATE: _____

THEME: _____

STATEMENT OF GENERAL OBJECTIVES

	Planned activities					Unplanned activities			Incidental comments
	Language	Rhythm	Songs	Story	Craft	Outdoor play	Craft	Painting	
Mon.									
Tues.									
Wed.									
Thurs.									
Fri.									

The 'unplanned activities' and 'incidental comments" were filled out daily following staff discussion of the session's happenings. However, this format did not prove completely satisfactory for recording events in the pre-school. Finally, the following format was decided upon.

MT. DRUITT PRE-SCHOOL PROGRAM

DATE: _____

	Language	Stories	Songs & rhymes	Percussion & rhythm	Painting & craft	Outdoor activities
Mon.						
Tue.						
Wed.						
Thur.						
Fri.						

Pre-planned activities are recorded here as are activities that all children participate in. In addition, as much extra space as is needed is devoted to anecdotal notes recording events which happen unexpectedly, and which are different from any planned theme. The children's reaction to activities provided are also recorded and used diagnostically; i.e., popular activities are noted so that they can be provided again; activities that are too difficult are removed until a more opportune time. These notes have proven to be useful in planning and will be used in 1977 as a guide to curriculum implementation and as a basis for experimentation. Ideas which initially seemed to be "failure" can be re-thought and tried again in a different form.

Curriculum Content:

As there is no prescribed content for the curriculum of the Contemporary Australian Program, this responsibility fell to the teaching staff. It was strongly felt that curriculum content should not be imposed on the children, and therefore be detrimental to their interests and restrictive of their initiatives. Two sources of curriculum content were used: the ideas of children and the ideas of teachers. The record of the year shows that there was a constant interaction between the two. The outcome of the year's experimentation was the conviction that teachers' ideas are most useful in supplementing ideas put forward by the children, and to providing input at critical times in the children's development. This development is reported below by one of the teaching staff.

Themes:

"During 1st term we tried to work on various themes on a weekly basis. The first was 'ME' - stressing the importance of the individual, how each of us is special. We had several weeks devoted to Subheading, e.g. My Hands and Arms, My Head and Face, etc. Musical activities, craft work, stories and songs were basically centred on the theme of the week. However, we soon discovered the children were too young and unsettled so early in the year to be restricted in language etc. to any one theme. So many ideas came from them which warranted developing, so many things they wanted to talk about were just as interesting (or more so) than topics we chose. We therefore decided not to program along thematic lines but to develop children's ideas and amplify them where possible.

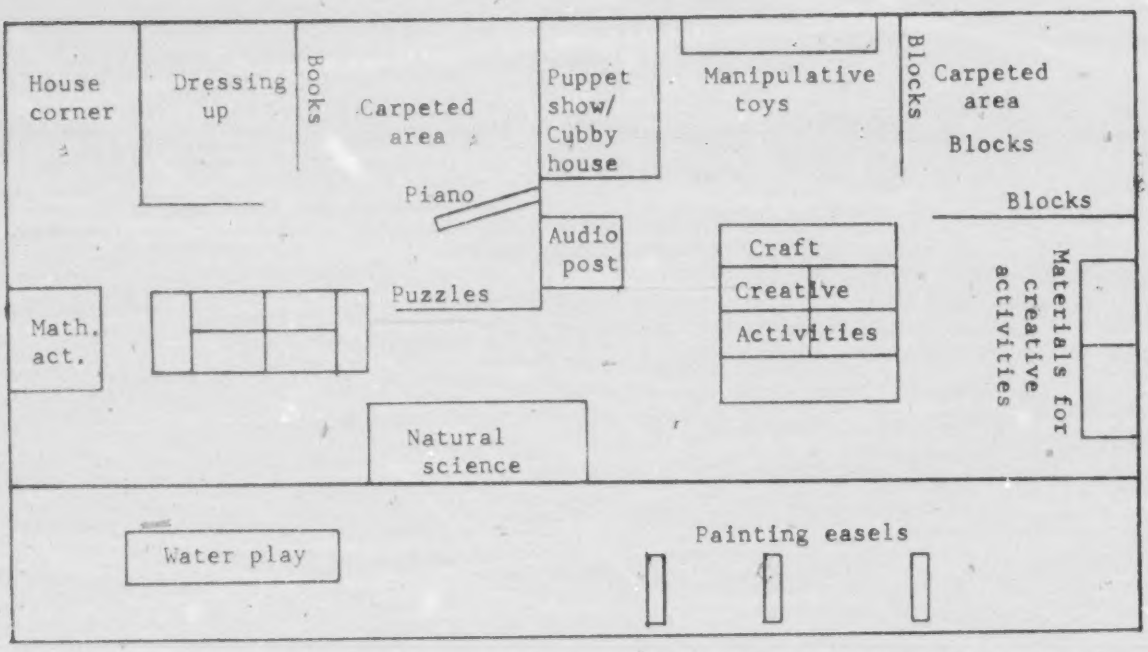
During 2nd term we tried this approach and some of the ideas initiated by children and developed into larger themes were 'Fish', 'Shells' (we had quite a collection on our Nature Table for a long time and used them for many activities), 'Underwater' (generally) which began when one child made a 'scuba tank' from a box and face mask of cardboard, and 'The Zoo'. Handwork, songs, language activities, etc. were adapted to fit these themes for two days a week depending on sustained interest.

3rd Term and our collection of Fisher Price toys created new interest. The Airport, The Castle and The Village provided excellent opportunity for developing language activities particularly.

We decided to try a thematic approach again in 3rd term and started with the theme 'Colour' with each week devoted to a single colour. We thought children would be more ready now for a slightly more 'restricted' approach and this proved correct. Great interest was created by the colour table each week and children brought things from home for it. The room was decorated appropriately each week and the theme culminated with a 'yellow party' - with yellow decorations, food, etc. - it was apparent at the end of the weeks of colours that many more children were aware of colours and could name them. During this time we still provided for children's own interests and adapted activities to fit.

We will follow the Colour theme with 'Christmas' for the last 4 weeks as the children are always obviously enthusiastic about Christmas handwork, stories and other activities. The Christmas music program will have its 'Grand finale' in a presentation of songs to parents on party day.

Outdoor Activities - are set out depending on weather conditions and we try for as much variety in arrangement as possible. This part of the program will obviously be much improved and effective when our outdoor equipment and landscaping is completed. More variety and individualising of activities will be possible as well as use of the facilities in all weather."



Within the pre-school there exist 9 specific areas, providing activities for the children's various needs and interests, and situations conducive to the attainment of the model's aims.

1. Home Corner:

This area is furnished with small scale furniture, prams, strollers, kitchen utensils and dolls. The dressing-up clothes are adjacent. The children often bring into this area empty grocery boxes, (originally intended for "odds & ends" creations) to promote their home role-play activities.

2. Carpeted Areas:

This area provides for several needs. Books are displayed on shelves on one side, and children are encouraged to look at books individually or to choose a book which will be read to individuals or small groups by an adult. This area is also used for small group activities, e.g. imaginative play with Fischer-Price games (castle, airport, village) matching games, train set. The piano is close by and is often used to play songs or to provide accompaniment to percussion instrument playing or impromptu musical games initiated by the children. This is the area used for group time at the end of each session - activities include singing, stories, group discussions, language activities. The children move out from this are to a cleared space for dancing, singing games and rhythmic activities.

3. Activity area with seating:

A group of tables with chairs is provided where the children can use puzzles, discrimination equipment and concept developing materials. Many children come to this area at the beginning of each session,

bringing their mothers to watch them working at some activity. An adult is normally close by this area to support the children in their activities, or to promote use of language while the children are at work. Material for this area is placed close by on shelves, and frequently changed but the children are also free to go to the store-room to take a particular item that may have been put away.

4. Block Corner:

This is a small carpeted area partially enclosed by mobile shelves (holding a variety of wooden blocks) which can be moved aside by the children to provide a larger area if the current construction requires it. A carton of small plastic animals and wooden motor vehicles provides incentives for imaginative play after the constructions are finished.

5. Creating Table:

A group of tables with chairs provides an area where the children are free to create "makings" using the variety of cardboard, paper, paste, numerous odds and ends, etc. provided in tubs and baskets close by. One or two adults are generally close at hand to assist or suggest ways of implementing the children's own ideas. This is one of the most popular areas in the centre.

6. Tables of Manipulative Activities:

The setting of these tables varies, providing at times play dough, directed craft projects and construction toys. An important aspect of this area is the amount of conversation that is promoted between the children engaged in these activities, whether or not an adult is present.

7. Record and Cassette Player with Listening Post:

Chairs are available close by this piece of equipment and in a mobile storage unit are recorded songs and stories and percussion instruments. A group usually gathers to participate if a child asks for a record and many children bring records from home to share with others.

8. Verandah Area:

This area provides opportunity for water play, painting on easels and large block construction with accompanying imaginative play. In winter when this area is sunny, children often like to take out home corner equipment for picnics, or bring chairs from inside to listen to a story. On summer afternoons a shady place for use of wheel toys is provided.

9. Outdoor Area:

Provided here are climbing and balancing equipment and wheel toys.

It is important to note that the children provide most of the ideas and input which make up day to day activities in the pre-school, and that except for basic rules concerning safety of people and materials,

EVALUATION OF CHILD LEARNING

One of the most important tasks tackled during the year was that of evaluating the children's achievements. Since the main goals of the program are in the personal/social categories of development, evaluation could not rest solely on the results of the achievement tests that are administered Project wide. The second problem to be faced was the method by which evaluation was to occur. It was finally agreed that evaluation had to be personal, i.e., it must be done by the teachers in the pre-school; it had to be observational; and it had to be continuous throughout the year.

Accordingly a child study inventory format was devised. This was to be kept by teachers on each child and would serve as a diary of the child's activities and achievements. It includes ongoing ratings, descriptions of cognitive, affective and psycho-motor functioning in terms of stated goals.

CHILD STUDY INVENTORY

Classification	
Name:	Height:
Age:	Weight:

Personal Competencies
Cares for possessions, etc.

Child-Child Interaction:

Child-Teacher Interaction:

Child-Material Interaction:

Special Competencies:

Teachers decide before the session begins which children will be especially observed, but any extraordinary events involving other than specified children are also entered. This format worked quite well, with teachers liking its open-endedness and flexibility. Events are entered as they occur and provide a complete record of the child's personal, social and cognitive achievements.

Yet it was felt that this procedure was not fully evaluative and that another instrument should be devised to give teachers an opportunity of judging a child's capabilities and at the same time to give as useful a description of the child's capabilities as possible. It was decided to devise a checklist that would be comprehensive, easily filled in and informative. The above objective proved to be more difficult than was first envisaged. At the beginning of the year a simple form (Fig.1) was considered. This was found to be inadequate since it did not cover all activities offered by the pre-school, and since some categories did not have enough items to describe all the behaviours noted. Moreover the mode of recording was too difficult and not differentiated. This made beginning/end of year comparisons difficult.

Drawing on this first experience, it was decided to go back to the program's goals and select areas of importance in them. Accordingly the following areas were chosen -

A.	Personal	
B.	Social	
C.	Physical	gross motor control fine motor control
D.	Perceptual	
E.	Language	
F.	Mathematics	

These are detailed in Figure 2.

FIGURE 1 MT. DRUITT EARLY CHILDHOOD PROJECT

MT. DRUITT PRESCHOOL

NAME: _____

Skills	Term I	Term II	Term III
Intrapersonal			
Attends to tasks			
Engages in classroom conversation			
Waits his turn			
Responds to social reinforcement			
Asks questions			
Displays curiosity and exploratory behaviour			
Interpersonal			
Follows rules			
Works cooperatively with other children			
Shares			
Asks adults for help			
Helps other children			
Motor			
Gross body-movement control			
Imitates body movements			
Moves spontaneously to music			
Follows instructions with motor response			
Cuts with scissors			
Stacks objects			
Sensory-Perceptual			
Matches, names, sorts basic colours and shapes			
Duplicates 3D designs			
Identifies positions of objects			
Attends and responds to presence and absence of sound			
Recognizes gross differences in sound characteristics			
Language			
Recognizes, names and describes simple pictures			
Describes simple experiences and events			
Identifies self by name			

Comments: _____

FIGURE 2 MT. DRUITT EARLY CHILDHOOD PROJECT

MT. DRUITT PRESCHOOL

Skills Checklist

NAME: _____ AM / PM

			Comment
A. PERSONAL			
Selects activities independently	Yes	No	
Responds to social reinforcement	Yes	No	
Likes school	Yes	No	
Plays constructively alone	Yes	No	
Attends to task	Yes	No	
Completes activities	Yes	No	
Explores classroom materials	Yes	No	
Asks questions	Yes	No	
Likes creative activities	Yes	No	
Participates in dramatic play	Yes	No	
Plays with materials in a variety of ways	Yes	No	
Shows temper	Yes	No	
Shows impatience	Yes	No	
Shows affection	Yes	No	
Shows fear	Yes	No	
Shows anger	Yes	No	
Is happy	Yes	No	
Is easy-going	Yes	No	
Is out-going	Yes	No	
Is self-confident	Yes	No	
B. SOCIAL			
Approaches children often	Yes	No	
Approaches adults often	Yes	No	
Works co-operatively with other children	Yes	No	
Asks adults for help	Yes	No	
Helps other children	Yes	No	
Shares materials	Yes	No	
Waits turn	Yes	No	
Follows routines	Yes	No	
C. PHYSICAL			
a) Gross motor control			
Runs in a co-ordinated way	Yes	No	
Skips in a co-ordinated way	Yes	No	
Hops in a co-ordinated way	Yes	No	
Gallops in a co-ordinated way	Yes	No	
Walks in a co-ordinated way	Yes	No	
Walks across balance beam	Yes	No	
Climbs confidently on apparatus	Yes	No	
Throws a ball/bean bag	Yes	No	
Catches a ball/bean bag	Yes	No	
Moves rhythmically to music	Yes	No	
b) Fine motor control			
Completes jigsaws	Yes	No	
Stacks objects	Yes	No	
Folds paper	Yes	No	
Cuts with scissors	Yes	No	
Uses paintbrush effectively/easily	Yes	No	
Uses crayon effectively/easily	Yes	No	

			Comment
D. PERCEPTUAL			
Names basic shapes	Yes	No	
Matches basic shapes	Yes	No	
Sorts basic shapes	Yes	No	
Names basic colours	Yes	No	
Matches basic colours	Yes	No	
Sorts basic colours	Yes	No	
Replicates 3D designs	Yes	No	
Can differentiate big/little	Yes	No	
Identifies position of object	Yes	No	
E. LANGUAGE			
Recognises simple pictures	Yes	No	
Describes simple experience and events	Yes	No	
Identifies self by name	Yes	No	
Has wide vocabulary	Yes	No	
Has relevant vocabulary	Yes	No	
F. MATHEMATICS			
Says numbers	Yes	No	
Counts objects	Yes	No	
Makes groups	Yes	No	
Says how many	Yes	No	
Makes judgments about more or less	Yes	No	
Picks out card that has same number	Yes	No	
Matches numerals with collections of objects	Yes	No	

The underlying rationale of the checklist reflects program aims and objectives so that "personal" features are listed first and documented in a detailed way; and cognitive and specific "pre-Kindergarten" skills figure much less importantly.

The "Personal" category has items reflecting 5 sub-categories -

Dependence	-	Items 1, 2
Achievement Motivation ,	-	Items 3, 4, 5
Curiosity	-	Items 6, 7
Creativity	-	Items 8, 9, 10
Emotional	-	Items 11, 12, 13, 14, 15, 16, 17, 18, 19.

These categories have been isolated from research into the area as being the main components of personal development in the pre-school age group in a pre-school with similar objectives to our own.

The "social" category has three sub-categories -

1. Quantity of interaction - Items 1, 2
2. Quality of interaction - Items 3,4,5,6
3. Knowledge of social rules- Items 7, 8.

This format was tested and changes were made to items, with unsuitable items being dropped and others being reworded. A careful examination of the types of mathematics experiences that the program offerred, indicated that the behaviours being measured were not ones that could realistically be expected to grow from those experiences. Consequently, this section was completely overhauled, and rewritten.

Another shortcoming with this format was in the mode of recording. The yes/no choice was more precise and easy to record than the previous open-ended method. However, since it was intended to use the check-list at the beginning of the year to assess entering behaviour, and at the end of the year to summarise achievement, it was felt that a simple yes/no alternative was not finely graded enough to show gains over time, but rather a scale should be provided so that a child's performance could be more accurately measured and more differences noted. Finally the new format was derived. (See Figure 3)

It has all the features required by the teachers to assess children's competencies by the traditional methods of observation. The checklist should be completed with a minimum of 'testing', and the child study sheets, which reflect entries from throughout the year, will provide a useful reference point for any gaps in memory. However, if there is doubt in the teacher's mind as to whether the child can or cannot "sort basic colours", an informal activity can be arranged to assess this competency. Moreover, it is believed that this format will be useful for the kindergarten teacher to peruse, when the child moves up to the Infants' School.

FIGURE 3 MT. DRUITT EARLY CHILDHOOD PROJECT

Mt. Druitt Preschool

Skills Checklist

NAME: _____ AM / PM

A. PERSONAL	0	1	2	3	4	Comment
Selects activities independently	0	1	2	3	4	
Responds to social reinforcement	0	1	2	3	4	
Comes to school willingly	0	1	2	3	4	
Can play constructively alone	0	1	2	3	4	
Attends to task	0	1	2	3	4	
Completes activities	0	1	2	3	4	
Uses a variety of classroom materials	0	1	2	3	4	
Plays with materials in a variety of ways	0	1	2	3	4	
Asks questions	0	1	2	3	4	
Participates in creative activities	0	1	2	3	4	
Participates in dramatic play	0	1	2	3	4	
Shows temper	0	1	2	3	4	
Shows impatience	0	1	2	3	4	
Shows fear	0	1	2	3	4	
Is happy	0	1	2	3	4	
Is friendly	0	1	2	3	4	
Is confident	0	1	2	3	4	
B. SOCIAL						
Approaches children	0	1	2	3	4	
Approaches adults	0	1	2	3	4	
Works co-operatively with other children	0	1	2	3	4	
Asks adults for help when necessary	0	1	2	3	4	
Helps other children	0	1	2	3	4	
Shares materials	0	1	2	3	4	
Waits turn	0	1	2	3	4	
Follows routines	0	1	2	3	4	
Seeks attention	0	1	2	3	4	
C. PHYSICAL						
a) Gross motor control						
Runs in a co-ordinated way	0	1	2	3	4	
Skips in a co-ordinated way	0	1	2	3	4	
Hops in a co-ordinated way	0	1	2	3	4	
Gallops in a co-ordinated way	0	1	2	3	4	
Walks in a co-ordinated way	0	1	2	3	4	
Walks across balance beam	0	1	2	3	4	
Climbs confidently on apparatus	0	1	2	3	4	
Throws a ball/bean bag	0	1	2	3	4	
Catches a ball/bean bag	0	1	2	3	4	
Moves rhythmically to music	0	1	2	3	4	
b) Fine motor control						
Completes jigsaws	0	1	2	3	4	
Stacks objects	0	1	2	3	4	
Folds paper	0	1	2	3	4	
Cuts with scissors	0	1	2	3	4	
Uses paintbrush easily	0	1	2	3	4	
Uses crayon easily	0	1	2	3	4	
Uses paintbrush with control	0	1	2	3	4	
Uses crayon with control	0	1	2	3	4	

D. PERCEPTUAL	0	1	2	3	4	Comment
Names basic shapes	0	1	2	3	4	
Matches basic shapes	0	1	2	3	4	
Sorts basic shapes	0	1	2	3	4	
Names basic colours	0	1	2	3	4	
Matches basic colours	0	1	2	3	4	
Sorts basic colours	0	1	2	3	4	
Replicates 3D designs	0	1	2	3	4	
Can differentiate big/little	0	1	2	3	4	
Identifies position of object (first, last, in the middle)	0	1	2	3	4	
E. LANGUAGE						
Recognises simple pictures	0	1	2	3	4	
Describes simple experiences and events	0	1	2	3	4	
Identifies self by name	0	1	2	3	4	
Uses "I" not "me"	0	1	2	3	4	
Has wide vocabulary	0	1	2	3	4	
Knows position words, e.g., on, under, in, behind, between, next to, over, in front of	0	1	2	3	4	
Follows directions	0	1	2	3	4	
F. MATHEMATICS						
Counts objects	0	1	2	3	4	
Knows concepts big	0	1	2	3	4	
Knows concepts small	0	1	2	3	4	
Knows concepts tall	0	1	2	3	4	
Knows concepts short	0	1	2	3	4	
Knows concepts thick	0	1	2	3	4	
Knows concepts thin	0	1	2	3	4	
Makes judgments about more or less	0	1	2	3	4	

Additional Comments

PROGRAM EVALUATION

One of the most important tasks for 1976 for the staff involved with the Contemporary Australian Program was to design methods of evaluation consistent with its philosophy and practices. Since this was a long term objective, initial evaluation was informal and diagnostic. Discussions would follow each session in which the events of the session were analysed and possible alternative practices suggested. In the early stages, program evaluation took place in the form of experimentation as procedures were worked out. For example, an organised small group time was tried, and discarded since it imposed formal time periods in the timetable, which the staff preferred to keep flexible as this would permit them to respond to children's needs and interests more immediately and more efficiently.

As a result of experimentation like this, two factors emerged as important in considering program evaluation. Firstly, the flexible timetabling meant that observations would be of small groups at the very best. Secondly, that the success of the model would be judged by the quality of interaction observed. Accordingly, at intervals throughout the year, observers were invited in to comment on the model. During these times a procedure was worked out to take in the activity of the whole session, i.e. what activities children were involved in, where the adults were positioned, the general tone of the pre-school, and to document separate pieces of interaction as they happened. These commentaries served as diagnostic tools for the teachers to monitor their own behaviour and to change it if deemed necessary.

The format finally decided on for observers was -

1. Context statement: initial impressions concerning the tone, level of activity, etc.

2. Individual child activity: all types of interaction were rated; materials, teacher, child.

3. Individual teacher activity: all types of interaction noted, and their effect.

4. Group interaction: group structure and the direction of conversation noted, accompanied by a brief context statement.

5. Summarising statement: the main strengths and weaknesses of the observed session are recorded.

These reports could be looked at critically to decide, for example, if the children were being offered the right sort of experience and were able to cope with activities and adults' interaction. Similarly, teachers' behaviour could be examined to see if the were working in a manner consistent with the program's aims. In the following example of task activity interesting questions were varied concerning the role of positive reinforcement in the model. (See Figure 4)

FIGURE 4 AN EXAMPLE OF AN OBSERVER'S REPORT

1. GENERAL COMMENTS COVERING WHOLE SESSION

Children initiated activities in terms of picking up opportunities from structured environments.

Teachers capitalize on chances for conversation, e.g. respond to children's choices of activities.

Lots of physical activity, i.e. outdoor activity as focus for imaginative play.

Very complex interaction patterns between children and between teachers and children.

Social skills "exemplified" well by the teachers and children imitate very well.

The other analyses show that:

- children freely choose and initiate choices
- teachers interact with a large number of children
- concentration is on social skills with language fitted around children's choices.

2. INDIVIDUAL CHILD ACTIVITY

One child, was observed for a twenty minute spell, and asequenced account of his actions reported -

1.35 p.m.	1. Play dough alone 2. Observing biscuit-making (Group of 9) 3. Trying to get someone to make cookies - one persuaded 4. Return to cookie-making with recruit 5. Recruiting - wandering to find someone
1.40 p.m.	1. Observer in jig-saw area 2. Playing with jig-saw piece 3. Conversation with teacher initiated Conversation continued) 4. Working on jig-saw) 5. Observing other child working on jig-saw - conversation with that child and teacher
1.45 p.m.	1. Observation cont'd.) Conversation with teacher) 2. Conversation with other child about jig-saw 3. Response to teacher-initiated speech 4. Return to "original" jig-saw.
1.50 p.m.	1. Concentration on working on jig-saw 2. Conversation with another child and teacher initiated about that child's jig-saw 3. Conversation about kind of boat (barge) 4. Observation of matching game 5. Walks away ("Can't do it") 6. Teacher encourages to continue on own jig-saw 7. Teacher guided work on jig-saw - teacher sitting beside child. 8. Leaves to do cooking

3. INDIVIDUAL ACTIVITY

Teacher A

1.55 p.m.

1. Conversation about jig-saw with boy (A)
2. Comment to another child (B) in same area.
3. Encouragement of boy (A)
4. Questions about picture on shape of A. (upside down).
5. Positive reinforcement of success - (A)
6. Comment to (B).
7. Positive reinforcement of (A) for finishing.
8. "Put the box away" suggestion to (A).
9. Comment to B.
10. Question to B re puzzle piece.
11. Initiates work with (C)
12. Positive reinforcement of (C) finding solution.
13. Conversation about sleeping (upstairs/downstairs).
14. Positive reinforcement of (A) when puts away jig-saw puzzle and returns with another.

2.00 p.m.

15. Conversation with (C) - "bigger".
16. Responds to question from (D).
17. Positive reinforcement of (A) for completion of second puzzle (returns with third).
18. Conversation with (C) - "height of buildings".
19. Positive reinforcement of (C) finding a matching card.
20. Question to (A) about the "right way round" of board.
21. Response to parent about weather, late child.
22. Questions to (C) about puzzle.
23. Response to request from (E)
24. Observation of children in "reading area".
25. Response to child - P. R. for "product".
26. Conversation with F.

2.05 p.m.

27. Conversation with (C) about puzzle.
28. Questions to (C) about puzzle piece - "what's that?" and its use.
29. Conversation with (C) about another piece.
30. Questions to (C) about another piece.
31. Positive reinforcement to another child (F) for what was made. "We'd like to have that on our wall".
32. Conversation with (G).

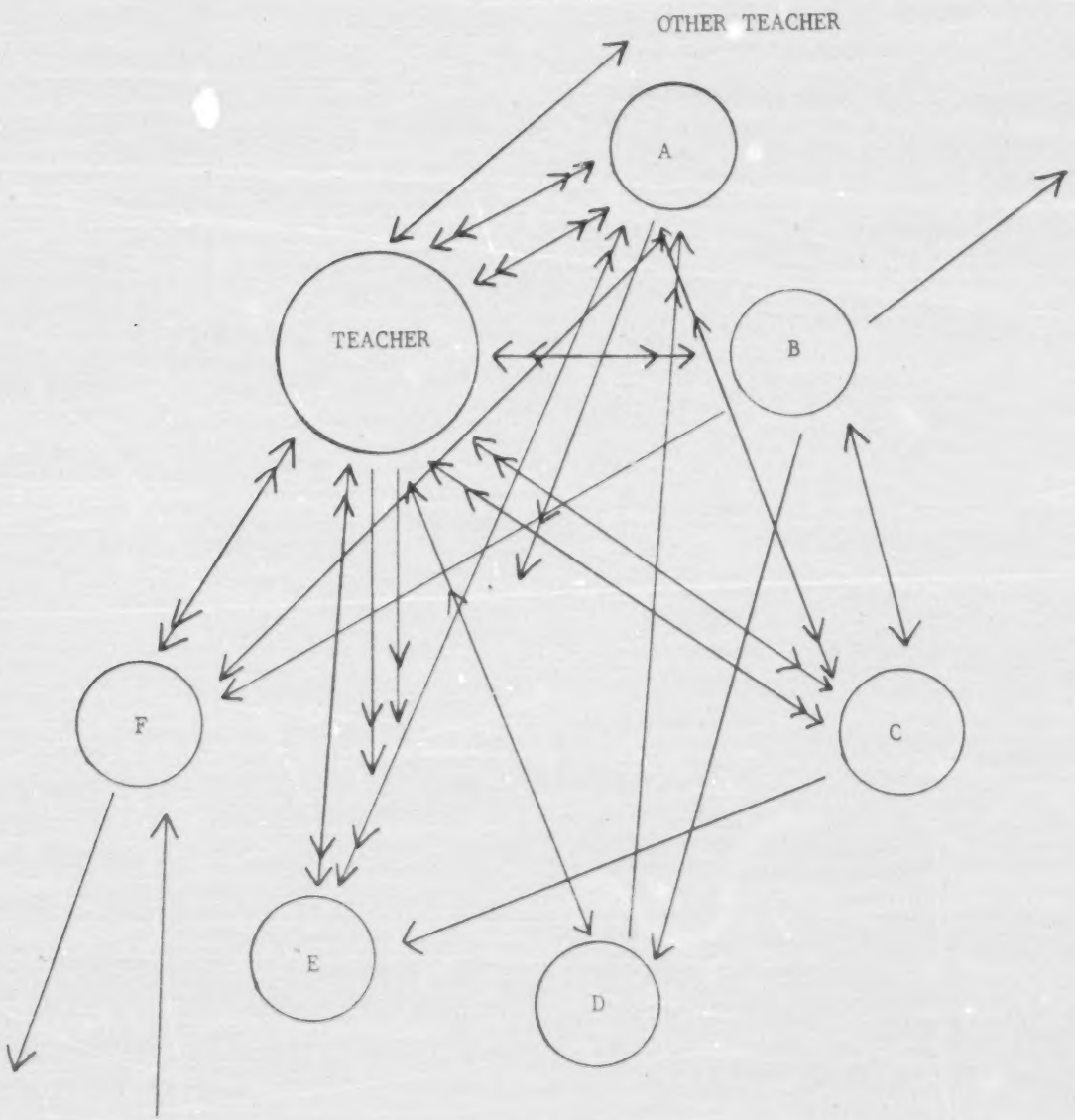
2.10 p.m.

33. Conversation with (C).

4. GROUP INTERACTION

Figure 5 represents a conversation carried out at a play dough table over a period of 9 minutes. Conversation was mostly oriented towards the objects being modelled, and there is a free flow of conversation. What is interesting for analysis with this model is that the teacher is the focus and most remarks made by the children are directed towards her. This particular pattern led staff to discuss their role in interaction and an analysis of situations when silence from an adult may be the best promoter of conversation amount children.

FIGURE 5 Directions of conversation at play dough centre
A - F = different child contacts



As this brief overview shows, program evaluation proceeded from the large issues of deciding what to do when through experimentation, to getting down to the very fine points and looking critically at all the types of activity and interaction in the pre-school. A detailed knowledge of process has resulted, which will serve as a basis for conducting regular evaluation in 1977.

Parent Involvement

Throughout the year parents have been encouraged to stay and participate in all pre-school activities at any time. A monthly roster has been mounted on the window for parents to enter their names for convenient days and they have been encouraged to stay when able even if not on roster for that day. Frequently mothers will ask if they can stay one particular day because it is convenient for them.

Other than the normal interviews concerning their child's progress, parent activities have included a very successful walkathon when parents raised $460 to establish a toy library, and a jewellery party which was also a fund raising event. Next year it is hoped to have a book lending library for parents and also more functions of a purely social nature rather than only fund raising events.

Generally the level of parent involvement throughout the year has been encouraging. There has, however, been one interesting change - the pattern of parent involvement. At the beginning of the year, the parents of children in the morning session were more enthusiastic about having a child in pre-school and about staying to interact with other children and mothers. Towards the end of the year, there was a steady trend for more mothers of children in the afternoon session to become involved in the pre-school situation. Throughout the year, about 70 per cent of parents became involved and active in some way in the pre-school situation.

Parent involvement is seen to be crucial to the achievement of the model's objectives, and will be carefully planned and on-going throughout 1977.

School Roles

The pre-school is developing as an integral and accepted part of the whole school.

The Principal provides good support by regular and interested visits and in making sure that repairs are carried out quickly. The Infant Mistress assumes a general supervision in terms of the school policy and requirements of the Department of Education. Some examples of integration between the pre-school and Infants' Department are -

1. visits by pre-school children to concerts, films, and functions in the Infant Department;

2. exchange class visits by pre-school and kindergarten teachers accompanied by groups of children to participate in current activities in the other class;

3. pre-school teachers attend staff meetings in the Infant Department, as well as meetings with the Mistress in relation to pre-school affairs.

Closer liaison between infant and pre-school personnel is expected in 1977. The question of program continuation into the infants' grades has already been broached and initial plans made. It is hoped that all staff involved with children from the Infants' Department will stay in constant, close touch to provide consultation and encouragement. At time of writing two kindergarten classes in 1977 will be following the main objectives of the present pre-school program, and the adaptation of kindergarten curriculum will take place next year. The mistress of the school has also arranged for the staff of Colyton school, to which many of the pre-schoolers go in kindergarten, to visit the school and learn about program aims and procedures. All pre-school documentation, i.e. child study sheets, etc., is also sent to Colyton.

There is general enthusiasm and optimism at the prospect of providing continuity to the children's pre-school experience. Team teaching situations are being considered as more closely approximating the pre-school environment. Consultation will recommence on these matters early in 1977.

THE COMPETENCY BASED PROGRAM

(MADANG AVENUE PRE-SCHOOL)

Introduction

The competency based program has developed out of the area of early childhood education which has attempted to specify which elements of education are essential for a child to be successful in school. It has been based on a thorough review of child development theories by encapsulating some of the research studies which suggest that certain abilities and attitudes are essential for children if they are to be socially competent in a future school setting. The specification of these competencies has been the task of curriculum development to date with input coming from teachers, infant mistresses, parents and project staff. In many ways the program is still evolving and will continue to do so as the teachers encounter the needs and abilities of the different groups of children. In this process there are two main research variables which are to be examined - the children's cognitive development and their attitudes towards the process of schooling. As it is believed that the children's development in these two areas is affected by their feelings of self esteem, the growth of a positive self-concept is emphasized.

Curriculum

To determine the elements of the curriculum incorporated into the competency based program, infants' teachers in the Mt. Druitt area were asked to specify those elements that they believed were essential for success in school. This listing was married with the comments of a review panel consisting of the teachers involved in the program, parents and academic advisors. The resultant curriculum is thus both broad and specific. It was regarded as essential that the children be exposed to a variety of experiences which are generally structured around a thematic approach in which specified competencies are planned for. From this broad framework more specific experiences are provided for each child which will lead towards mastery, with the sequence and rate varying for different children.

The key subject areas in this program are language and communication skills, coordination skills, creative activities and cognitive skills. Thus children are introduced to the major areas of curriculum found in their subsequent infant school classes. The following list presents the teacher's view of teachable and non-teachable competencies:

Teachable Competencies, i.e., provided through directed instruction

1. Language and communication skills.
2. Categorising skills. Quantitative and relational concepts, understandings and skills.
3. Health and safety maintenance.
4. Perceptual and perceptual-motor skills.

Non-teachable Competencies, i.e., not directly taught

1. Socio-emotional development, e.g., differentiated self-concept and consolidation of identity, realistic concept of self as an initiating and controlling agent, positive attitudes towards learning and school experiences.
2. Flexibility in the application of information-processing strategies.
3. Prosocial tendencies.

As the focus of the curriculum centres on working with individual children, the task of the teacher is to assess the child's present level of understanding or performance and provide matching and extending activities. This necessitates the curricular content being structured in a hierarchical fashion with the easier activities being present first generally through concrete materials. As the children progress through the hierarchy the activities become more complex and sometimes more abstract.

Teaching Style

Unlike some other preschool programs no specific teaching style is specified for the program. The teachers and aides support and interact with the children continuously during the sessions, helping and guiding where necessary. They plan for their lessons on a daily and longer term basis with all contributing to the planning task.

During the session a designated period is set aside for instruction in which the children are placed into specific groups whose size and function vary according to the task at hand. It is during this time that the children's attentions to the targeted competencies are turned. Using a diagnostic approach the children's performances are evaluated, specific materials introduced based on the targeted competencies, and then their progress is evaluated. Wherever practical instruction is individualised but at times group lessons are given to children functioning at similar levels of development on a particular task.

The approach is not based upon any particular learning theory in its implementation being more eclectic than specific. Such an approach runs contrary to the view that the desired behaviours of children should be specified in detail and to the opposing view that it is not necessary to specify the behaviours of the children, acting rather in a general supportive role to their development. It is believed that the approach adopted in the Competency program emphasises the process of reacting to internal and external stimuli, reinforcing appropriate responses to lessen any established disequilibrium so that assimilation and accommodation enables problem solving to be achieved with its consequent adaptive behaviour. Support for such a view can be found in the approaches advocated by many cognitive and behaviourist learning theorists.

The motivation for success is in accomplishing the tasks. By carefully matching the material to the levels of the children's abilities, a continuum of reinforcement is provided from the concrete reward of achieving the task to the verbal praise of the teacher. This intrinsic reinforcement doesn't come quickly or easily but by carefully matching activities to the children's level, success is reinforced. To ensure that the teacher provides material that is challenging but not frustrating, it is obvious that one of the key elements in the program is the diagnostic abilities of the teachers and aides. Detailed records are kept on each child which facilitates this procedure.

Routine and Materials

The children's routine during the two and one half hours session generally follows a similar pattern and this consistency is highlighted by the teachers' adherence to the routine. A typical session would be:

Approximate times

9.00am - 10.20	Free choice of activities with adult help where needed. Initiative rests with child. Packing up - this is emphasised as a social activity.
10.30	Small group activities where competencies are stressed. Size of group and its membership vary.
[illegible].45	Juice and show and tell time in which children show and discuss their previous activities. Competency targets are stressed informally where possible
11.00	Large group activities - singing, games, stories, songs, rhythm, etc.
11.20 - 11.30	Preparation for home.

However, as the children mature and become more accustomed to the established routines, the above routines are modified by the teachers over the year.

During the small group activities the children are grouped according to their prejudged ability in a particular competency. Over the week the children will have four small group activities and on Friday additional remedial activities or extension work where appropriate, is provided.

Small group activities arise from the judged need for introducing or reinforcing targeted competencies and are varied in their presentation. Large group activities embrace curriculum areas such as singing, singing games, rhythm, music making, poetry and story time.

No specified materials are included for use in the program as the teachers use whatever they believe to be appropriate. Where appropriate opportunities are taken to take the children on excursions outside the school.

Summary

In some ways the competency based program may be likened with traditional preschool programs. However, where the traditional preschool claims to be child centred in its approach, the competency based approach is more curriculum centred in that the targeted competencies have been specified. The teachers plan their activities for the specified group instructional times having in mind the interests and abilities of the children. At other times in the sessions the teachers react to the self-initiated activities of the children. A summary of the key components follows:-

- continuous adult-child interaction (parent, teacher, aide)
- consistent temporal order of day
- grouping according to abilities
- spatial order in classroom
- aides functioning as teachers
- daily planning and evaluating
- purposeful intrinsic reinforcement with sequenced activities
- based on perceived needs of children in the area.

Program Development in 1976

Most of the children have responded to our program. They have become more confident, able to communicate well with other children and adults, they have improved their skills in a wide variety of areas including craft, music, hand/eye co-ordination, large and fine motor control, social behaviour and coping with situations such as sharing/ taking turns. Because children have gained mastery in some or all of these skills they enjoy undertaking new activities and therefore like to come to the pre-school.

We have a few problems, the main one being that we have had about 20 children who came for only a short time and have not returned. Letters have been written to their parents to try and sort out this problem, but most did not reply. We feel that perhaps the parents:

1) can't be bothered bringing the child every day;
2) are uneasy about leaving child when the child cries on first day;
3) may feel guilty about leaving their child at all;
4) may want to keep child at home for company.

At the beginning of the year it was decided in the light of 1975 experiences to review the competencies specified for the program. Some competencies were thought to be too diffuse while others were believed to be more appropriate for higher levels of schooling. Perhaps the significant factor concerning this pruning was the somewhat unreal expectations that many young teachers in the area hold concerning the abilities of the entering school aged children, for it was partly on their assessment that the competency list was based. In some competencies the children were already performing quite successfully whereas in other areas the children could not perform tasks which most teachers took for granted. Clearly such evidence reinforces the necessity for teachers to be continuously reminded that they should match the curricular activities to the children's abilities rather than vice versa.

The revised list proved to be more practical as a source of target competencies and the teachers and aides felt more comfortable in working with this list. The revised planning sheets (see p. 43) were reasonably successful and helped all to structure when necessary, the children's activities. Further developmental work is continuing on through 1977 on the refinement of the objectives and learning experiences in order to present a set of curricular activities which are appropriate for the children in the area. These activities are being written on cards featuring objectives, learning experiences and evaluation activities.

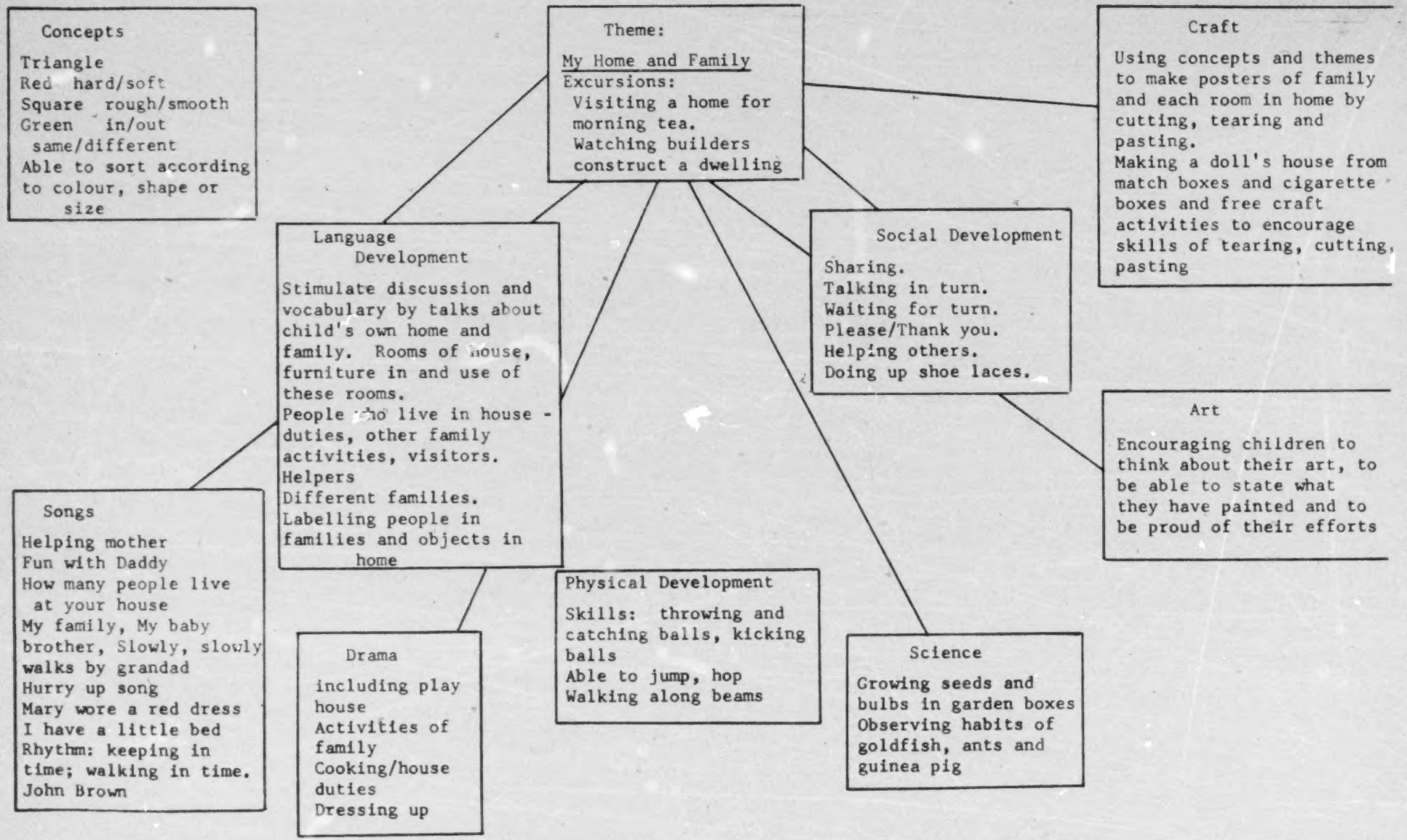
One of the features of the program is the ways in which the teachers provide a slowly evolving set of structured learning experiences for the children. At the beginning of the year the emphasis is on a flexible time structure when the children are the initiators of their own activities with little emphasis on group activities. Over the year the group activities are gradually more structured as the children become more accustomed to the routines and expec ations of preschool and "most of the children seemed to flow with the change."

Evaluation and record keeping continued to need continuous re-assessment. Certainly the teachers believe that they have not mastered this aspect of the program as they attempt to find an acceptable means of keeping adequate records on children without being swamped in volumes of paper. The newly initiated planning sheets and curriculum cards may prove to be an acceptable solution to the evaluation activities. All teachers are aware of the value of keeping comprehensive records on individual children both from a diagnostic and performance viewpoint. The individual information sheets developed for each child at the end of the year provided the future kindergarten teacher with a valuable record of the cognitive and affective behaviours in the preschool. It would be interesting to see to what extent these early comments influence later teachers' perceptions about each child.

Parents

Parents have a crucial task to play within the program as it is believed that parental role of being the primary educator must be strengthened and developed. To strengthen the links between school and home parents are encouraged to participate in the life of the preschool by assisting with routine duties and by interacting with the children. Hopefully they will model their behaviours on the teachers and aides in the room. A further link with the home is provided by the teachers sending home a précis of the planned activities with suggestions to be followed up by the parents. As with other programs in the Project, regular meetings are held with parents on various aspects of child development.

Parental involvement fluctuated over the year. All parents received individual invitations to participate in the school's activities with their children but the percentage of mothers doing so stayed around 30%. It seems to be a difficult task to reach out to the mothers and more attention has to be paid to ways of achieving a greater percentage of involvement in 1977. Perhaps the initiative will be sparked off through the parents own group which was formed in 1976.


Concepts
Triangle
Red hard/soft
Square rough/smooth
Green in/out
same/different
Able to sort according to colour, shape or size
Theme:
My Home and Family
Excursions:
Visiting a home for morning tea.
Watching builders construct a dwelling
Craft
Using concepts and themes to make posters of family and each room in home by cutting, tearing and pasting.
Making a doll's house from match boxes and cigarette boxes and free craft activities to encourage skills of tearing, cutting, pasting
Language Development
Stimulate discussion and vocabulary by talks about child's own home and family. Rooms of house, furniture in and use of these rooms.
People who live in house - duties, other family activities, visitors.
Helpers
Different families.
Labelling people in families and objects in home
Social Development
Sharing.
Talking in turn.
Waiting for turn.
Please/Thank you.
Helping others.
Doing up shoe laces.
Art
Encouraging children to think about their art, to be able to state what they have painted and to be proud of their efforts
Songs
Helping mother
Fun with Daddy
How many people live at your house
My family, My baby brother, Slowly, slowly walks by grandad
Hurry up song
Mary wore a red dress
I have a little bed
Rhythm: keeping in time; walking in time.
John Brown
Drama
including play house
Activities of family
Cooking/house duties
Dressing up
Physical Development
Skills: throwing and catching balls, kicking balls
Able to jump, hop
Walking along beams
Science
Growing seeds and bulbs in garden boxes
Observing habits of goldfish, ants and guinea pig

CURRICULUM THEME DEVELOPMENT AROUND WHICH COMPETENCIES ARE INTRODUCED

MADANG AVENUE PRE-SCHOOL
WEEKLY PLANNING SHEET

Sample Only

WEEK: 5 THEME: Myself

TARGET COMPETENCIES: Big: That the children understand the meaning of big when child is shown 2 or more objects he will be able to identify the big object.

Methods to achieve above:-

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Cutting and pasting - onto large animal shape Bear and Giraffe	Same, but for Elephant and Hippo	Big animal shapes have been drawn on paper - elephant, bear. Children then help to paint the large shapes	Making a "big" poster. Looking through magazines, cutting out pictures of big objects, e.g., big elephants, big pictures of cakes, bottles, etc.	Labelling objects in room that are big - chairs windows doors Using big bottles for water play

OTHER ACTIVITIES:

Using outside equipment - wheelbarrows - big climbing △'s
- big blocks - spades
- big walking boards - big pram

LANGUAGE PROGRAMME:

Big - talking about activities big is used
by children after stories 3 Bears etc. comparisons can be used - middle sized or bigger, biggest.
Also using "big" poster to talk about common objects that children may not know names of
e.g., head, elephant, parts of body.

Not reproduced for copyright reason

THE BEHAVIOURIST PROGRAM

(WHALAN PRE-SCHOOL)

A. Introduction to the Program:

This program is derived from the model developed by Bushell at Kansas. However, rather than using a "token economy" which is incorporated into the Bushell model, our program uses social praise as reinforcers. The program is characterised by a philosophy which emphasises observable behaviour while playing down the thoughts, feelings and motives of the children. The program does not ignore internal processes or say they do not exist but suggest they are not useful in preparing a learning program. Because the emphasis is on behaviour that can be observed, objectives are very specific and aim at something that can be measured. The curriculum is tightly structured and a teacher's task is to assess where a child is positioned on a continuum of development. Each step is taught at a manageable pace and once mastered the child progresses to the next level. Further, the program aims to eliminate the negativeness of teacher's behaviour and a positive approach is cultivate. The school is conceived as a broad social agency but, in this particular program, pre-reading, pre-writing and pre-number are stressed.

B. Principles of the Program:

Bushell (2) provides an outline of the Behaviourist Program -

1. Specify the final performance and develop a way to measure it.

2. Determine the student's current performance level.

3. Construct a favourable learning situation:

   a) Provide prompts for appropriate behaviour.

   b) Eliminate prompts for inappropriate behaviour.

4. Establish motivation:

   a) Identify the students' reinforcers.

   b) Construct a system for the contingent delivery of reinforcers

5. Shape:

   a) Reinforce successive approximations of the final performance.

   b) Gradually raise the criterion for reinforcement.

---

(2) Bushell, D., Classroom Behaviour, New Jersey: Prentice Hall, 1973, p32.

C. The Pre-Test

The first step in the behaviourist program is to describe what behaviour the student should be able to perform after completing an instructional sequence. Mager (3) insisted on stating instructional objectives in behavioural terms. A final performance must be something which a student does, not what he "feels", "appreciates", "understands", or is "aware of". Unless knowledge and appreciation are translated into observable behaviours there is no way to decide whether or not a student has reached the instructional goal.

Initial performance measures are commonly known as "pretests". They determine at which level the child enters the instructional sequence. The steps between the pre-and post-test make up the instructional sequence. Consequently, an instructional sequence is a unit of arbitrary length. It is as long as the distance from the entry performance to the final performance. Depending on how the final performance is described, the instructional sequence may be a single lesson, a unit, a course, a text, or an entire curriculum.

At Whalan Preschool, the final performance is also the initial pretest. If students demonstrate mastery of a particular skill they proceed to other skills listed on record cards. If mastery is not demonstrated, the teacher works on a series of steps (activities) designed to shape the child's behaviour toward the final objective.

Originally, in 1975, a screening test was designed but with familiarity, the teacher found that the simplest method was to work through the skills itemised on the record card. In May of this year (1976) the teachers suggested a return to the original screening test. It was considered that the pretest expressed in greater details and contained better descriptors of the behavioural measures needed on which the staff could agree; rather than the bald statements listed on the record card of the original screening follows; but it is to be remembered that this is to be revised to cover the items on the record card.

---

(3) Mager, R.F., Preparing Instructional Objectives, Belmont, California: Fearon, 1962.

SCREENING TEST FOR BEHAVIOURIST PROGRAM

(Criterion: 100% mastery)

Name: .....

D. Pre-Reading

		Yes	No
1.	Literary Appreciation		
	A. Teacher reads story, e.g. "Goldilocks" and asks the following e.g. 4 questions showing that the children know -		
	i) sequence of events ii) knowledge of story		
	B. Teacher asks child to say any nursery rhyme of their choice.		
2.	Left to Right Progression		
	A. Teacher hands child book and asks child to turn the pages and tell the story. Teacher checks for -		
	i) looks at left page before right ii) turns pages from beginning of book to end.		
	B. Teacher gives child five red counters and a card to match these counters. Teacher asks child to put the counters on the card. Teacher checks pattern of matching. Mastery is left to right.		
3.	Auditory Discrimination		
	A. Child can reproduce simple sounds made by the examiner "Here is a word game. I will say two words and I want you to tell me what the two words I say are."		
	i) moo moo ii) chug chug iii) blup blup iv) eek eek		
	The child must reproduce all four pairs for mastery.		
	B. Child can follow simple directions. Teacher tells child to -		
	i) close the door ii) sit in the chair iii) put your hands on your head iv) look at the lights v) close your eyes.		
	Child must do all five activities to demonstrate mastery.		
	C. Child can follow oral direction in correct sequence. Teacher tells child to "Pick up the pencil off the floor, put it on the desk and sit down".		

		Yes	No
4.	Discrimination		
	A. Child can separate a collection of 6 shells from a collection of 6 beads. Shells and beads are mixed together. Child separates into two piles: a set of beads and a set of shells. Teacher says: "Can you put the shells in one pile and the beads in one pile?". Child has to separate materials correctly.		
	B. Child can separate six red beads from six blue beads. Beads are mixed together. Teacher says "Can you put the red beads in one pile and the blue beads in one pile? Criterion of mastery: Child has to make two piles correctly.		
	C. Child can match shapes to shape board. Child is to place six different shapes onto appropriate pegs. Teacher says "Can you find where this shape goes?", Child has to place all six shapes correctly.		
	D. Child can match his given name card to his name on the board. Teacher has ten names on board including child's. Teacher hands child his name card and says "Can you find this name on the board?" Child has to match card with correct name.		
	E. Child can trace around a circle template using forefinger. Teacher places template on desk and says "Show me this finger" (indicating her forefinger) "Can you move your finger like this?". Teacher demonstrates and child imitates. Child has to follow shape closely.		
5.	Vocabulary		
	A. Child can name 8/10 pictures of objects, people, animals and places - Clock, chair, car, fireman, policeman, cow, horse, elephant, house, shop.		
	B. Can distinguish "behind". Teacher says "put the car behind the house" (using toy models).		
	C. Can distinguish "in front" (of). Teacher says "Put the car in front of the house". (using toy models).		
	D. Child can distinguish "first" and "last". "Here is a row of soldiers marching to war (show direction they are going in), show me who is "first" and who is "last".		
	E. Child can tell one sentence about what is happening in a presented picture. Teacher says "Can you tell me what is happening in this picture?"		
6.	Comprehension		
	A. (covered in literary appreciation question).		

E. Pre-Number	Yes	No
1. A. i) Child can name something "big" he can see in the room.		
ii) Child can name something "small" he can see in the room.		
iii) Child can grade a set of three toy cars from smallest to largest. "Can you put the cars in a line here, starting with the smallest and going to the largest?" Child must put all 3 in order correctly.		
2. Volume		
A. i) A child can fill a jug to the top. Teacher says "Can you make this jug full of water?"		
ii) Child can empty jug. Teacher says "Can you empty jug?"		
iii) Child can name the bottle (from 3 of graded sizes) that holds the most. Teacher says "Can you show me the bottle that has the most water?".		
3. Height		
A. Child can sort a set of 6 pictures into the "tall children" and the "short children". Teacher says: "Can you put all the tall children over here, and all the short children over there?".		
B. Child can arrange a set of three pictures in order of height. Teacher says: "Can you put the trees in a line, starting from the shortest to the tallest?".		
4.		
A. Child can separate a heavy box from a light box by feeling. Teacher says "Put one box in this hand (teacher indicates either hand) and the other box in this hand. Which box is heavy?'		
B. Child can arrange 3 school cases in order of mass. Teacher has placed a brick in one case, a book in the second case, nothing in the third. Teacher says "Will you hold the cases and then put them in a line from the lightest to the heaviest?".		
5. Time		
A. Child can name 2 actions associated with (i) days and (ii) night.		
i) Teacher says "how do you know when it is day time?"		
ii) Teacher says "how do you know when it is night time?"		
B. Child can associate actions with "before" and " "after".		
i) Teacher says "Do you come to school before lunch?"		
ii) Teacher says "Should you put your socks on after your shoes?"		

		Yes	No
6.	Money		
	A. Child can recognise the 1¢ coin as money and name its value.		
	i) Teacher says "do you know what this is?"		
	ii) How much is it?"		
	B. Child can place the 1¢, 2¢, 5¢, coins in order of value and state their value.		
	i) Teacher says "Tell me how much these are?"		
	ii) "Can you tell me which one would buy the most?"		
7.	Spatial Relationships		
	A. Child can make a toy man go "up" the steps and "down" the steps. Use blocks for steps. Teacher says -		
	i) Can you make the man go "up" the steps?		
	ii) Can you make the man go "down" the steps?		
	B. Child can make a toy man go "in" a house and come "out" of a house. Teacher says -		
	i) "Can you make the man go in the house?"		
	ii) "Can you make the man come "out" of the house?"		
	C. Child can make a toy car go "over" a bridge and "under" a bridge. Teacher says -		
	i) "Can you make the car go "over" the bridge?"		
	ii) "Can you make the car go "under" the bridge?"		
	D. Child can place hand "above" a table and "below" a table.		
	i) "Can you put your hand "above" the table?"		
	ii) "Can you put your hand "below" the table?"		
7.	Numeration		
	A. Child can count to 10. Teacher says "Can you count to 10 for me?"		
	B. Child can name beads with primary colours. Teacher holds up red , yellow, and blue beads and says "What colour is this?".		
	Child can name beads of the secondary colour. Teacher holds up beads of green, purple, brown and orange and says, "What colour is this?".		
	C. Child can abstract numbers 1-5 from set cards. Teacher holds up card with 1 circle and says "How many circles are there?" Do same with cards 1-5.		
	D. Child can make judgements about "more" or "less". Teacher places 2 piles of beads (1 with obviously more than the other) and says "Which has more?".		

F. Pre-Writing

		Yes	No
1.	Muscular Co-ordination		
	A. Child can button up a cardigan with 3 buttons. Teacher says "Can you do up all the buttons?"		
	B. i) Child can make vertical lines in imitation. Teacher says "Can you make a fence with lines like this?"		
	ii) Child can make horizontal lines in imitation. Teacher says "Can you make a road like mine?" Teacher draws _____ and child draws underneath.		
	iii) Child can draw dots. Teacher says "Can you draw some dots on the paper?"		
	iv) Child can draw a cross in imitation. Teacher makes cross and says "Can you draw a cross like mine?" (+).		
	C. Child uses scissors to cut a fringe. Teacher says "Can you cut a fringe like this?" Teacher cuts paper.		
2.	Visual Discrimination (covered in pre-reading)		
3.	Writing and pattern activities		
	i) Child can scribble with large arm movements on paper.		
	ii) Other activities in section (1) (incorporating vertical horizontal and circular shapes).		

G. Individual Record Card

The teachers have structured an individual record card listing the objectives to be obtained over the year in pre-reading, pre-writing, pre-number and social behaviours. When planning the teachers divide the objectives into group segments, a term in length; and then into five weekly segments usually selected on a suitability to a theme.

In practice, this record card has become a source of continuous and corrective feedback on entry level placement, progress, segments that are redundant and segments that need supplements. Some consideration is being given to the idea of a term record card currently being revised.
Such a record card would enable the objectives to be behaviourally defined in greater detail. In other words, it would become a compromise between the screening test and the comprehensive record card.

Some objectives are suitable for whole group techniques. Others are more suitable for individual treatment. With either method, the teacher indicates whether the child has mastered the skill or not by recording on the card after working on the task. On achieving mastery, the child moves on to a new objective, under the guidance of the teacher. If the skill is not mastered, the child works with different activities intended to shape the child's behaviour toward

the final objective. At the moment, on a separate evaluation card, the teachers describe how the child works and what activities were attempted.

For a term, the same group of ten children work with one teacher on the basic skills. The teachers consider that this enables them to discover individual difficulties and treat them in depth, especially any recalcitrant problems. However, it would be possible to rotate the groups once every five weeks or every week and for another teacher to pinpoint those areas in which the children require assistance. The record card provides feedback to the teacher that helps refine and improve the structure and content of an instructional sequence each time it is used.

Figures 6 and 7 are a copy of the record card. For convenience, the academic side and the social behaviours side of the record card have been separated. However, in the pre-school, all information is contained on the one record.

H. Class Progress Record

The individual record also doubles as a class progress record. The class progress record provides a one-glance summary (when written up in in graph form) of all the children's progress in each area of pre-reading, pre-number and pre-writing. This enables the teachers to evaluate how effective each unit or theme was in accomplishing the development of skills; and which particular skills need to be reviewed for the children as a whole.

For example, consider an actual evaluation for March (1976) in Pre-reading. The numbers now become relevant because the individual record card is being used as a class progress record. There are two groups of children: 31 in the morning session and 34 in the afternoon. The teachers had chosen these Pre-reading skills for treatment; after which is included the number of children who achieved mastery (a.m. children first, then p.m. children).

1. Listens attentively to stories (20, 19).
2. Can discuss pictures (17, 20).
3. Can turn pages starting at beginning of book (12, 17).
14. Can call objects by their correct names (18, 26),
15. Can talk about possessions and work (12, 20).

Other skills have been marked incidentally. While working with a particular child, the teacher may have noticed mastery in some skill not necessarily planned to be covered in that lesson.

From the skills listed above it can be seen that in skills 14 or 15 the children could be grouped according to mastery or non-mastery. The teachers might attempt to extend that particular skill or work on another

FIGURE 6

WILLAN PRESCHOOL - ACADEMIC OBJECTIVES

NAME: _____

	AM	PM
A. PRE-READING		
1. listens attentively to stories	20	19
2. can discuss pictures	19	20
3. can turn pages starting at beginning of book	12	17
4. can move finger from left to right across page	2	4
5. can recognise individual children's voices	-	-
6. can imitate sounds made by teachers	3	1
7. can distinguish between loud and soft sounds	-	2
8. can complete a rhyming sequence	7	4
9. can select objects the names of which have common initial sounds	-	6
10. can follow three oral directions in correct sequence	11	12
11. can distinguish between shapes: square, circle, rectangle, triangle	19	17
12. can distinguish through touch only, shape, size and texture	-	-
13. can trace simple outlines with finger following direction	9	15
14. can call objects by their correct name	18	26
15. can talk about possessions and work	19	20
16. can select details from a story	6	8
17. can relate experiences from a story	4	5
B. PRE-NUMBER		
Can classify properties by		
18. size: big, little	28	28
19. length: long, short	1	1
20. volume: empty, full	12	8
21. height: tall, short	14	9
22. mass: heavy, light	1	-
23. time: morning, afternoon	-	-
24. size: big, bigger, biggest	3	4
25. length: long, longer, longest	-	2
26. height: tall, taller, tallest	2	1
27. mass: heavy, heavier, heaviest	-	-
28. time: yesterday, today, tomorrow	-	-
29. texture: soft, hard, smooth, rough	-	-
Can use such terms as		
30. Over, under	1	3
31. in, out	23	23
32. front of, back of, side of	-	-
33. above, below	-	-
34. high, low	-	3
35. down, up	2	3
36. inside, outside	22	25
37. middle	-	-
38. more, less	3	1
39. few, lot	1	1
40. can count to ten rote	3	5
41. can count to ten rationally	1	2
42. can recognise primary colours	17	19
43. can recognise secondary colours	-	-
C. PRE-WRITING		
44. has progressed from large arm movements to smaller arm movements	30	30
45. can hold pencil correctly	2	3
46. can position paper/chart correctly	-	1
47. can sit squarely at a table	20	14
48. can begin at correct starting point	-	-
49. can move pencil from left to right across page	-	-
50. can record from top to bottom	-	-
51. has progressed from large model to smaller exercises on foolscap	-	-
52. can free tear	-	-
53. can tear to a line	-	-
54. can free-cut with scissors	-	-
55. can cut to a line	-	-

FIGURE 7

WHALAN PRESCHOOL - SOCIAL OBJECTIVES

NAME: _____

A. THE CHILD	AM	PM
1. walks in classroom	28	28
2. puts back toys where and as he found them	25	28
3. quiet in book corner	15	21
4. stays within boundaries	15	29
5. uses equipment in correct area	23	31
6. uses "please" and "thank you"	8	22
7. uses materials correctly	30	33
8. takes care of books	6	17
9. loses temper	1	3
10. asks questions	24	18
11. explores objects in environment	18	14
12. follows activities to conclusion	18	25
13. uses materials in a variety of ways	15	15
14. seeks help only when necessary	23	17
15. tackles new tasks	14	18
16. brings treasures to school	6	4
17. uses toilet when necessary	7	7
18. works alone	29	26
19. interferes with other children's games	6	7
20. waits turn	22	14
21. uses people's names	21	23
22. plays in group games	25	25
23. helps other children	18	15
24. when a mess is made or something is broken, child informs teacher	2	3
25. child responds favourably to requests	26	31
26. agrees to do odd jobs -		
A: Self-oriented	7	8
B: Teacher-oriented	19	24
27. initiates interaction with teacher	28	30
28. demands teacher's attention	16	10

B. AREAS		
1. Sand	-	1
2. blocks	12	13
3. water	12	10
4. climbing equipment	19	9
5. paint	4	7
6. animals	4	1
7. woodwork	7	5
8. puzzles	21	24
9. book corner	17	21
10. doll corner	12	14
11. shop	2	1
12. puppet	2	6
13. creative active tables	26	27

skill with the mastery group. With the non-mastery group, the teachers would continue to work on that particular group. Other skills, say 3, may have been introduced too early and so could be left until later during the year.

I. Dealing with Inappropriate Behaviour

Behaviourist programs seek the elimination of all harsh punishment and coercion from their classrooms. Bushell (4) considers teachers should not punish for the following reasons -

1. It reduces the reinforcing value of the teacher's attention.
2. It is an inefficient way to teach new behaviours.
3. It can generalize to make an entire setting aversive.
4. It increases avoidance behaviours.
5. It promotes a variety of escape attempts, and
6. It generates aggressive reactions.

Behaviour analysis technique offer some basic procedures for altering behaviour in such a way that undesirable or problem behaviours are eliminated and desirable behaviours are strengthened without the use of punishment.

One technique, provided it is applied consistently from the very beginning, is to ignore unwanted classroom behaviour while giving immediate praise and attention for its desirable opposite. This also requires that the teacher always be alert to reinforce children behaving appropriately. The teachers at Whalan are developing this technique competently. It is consistently applied to what is termed minor inappropriate behaviour.

However, there are some behaviours which compete with effective learning that cannot be ignored. These are termed major misbehaviours and require teacher interaction. These occur when the child or another child is in physical danger. When one child stands up and hits another with a hammer, you cannot pretend it didn't happen. If a child crawls on to the roof, you don't ignore it.

The Whalan Pre-school has certain rules. Prohibitions are placed on behaviours that can injure people or damage property. At the beginning of the first term (1976) these rules were introduced and emphasised in the first five weeks. Any violation of these rules led to the immediate removal of all possibility of reinforcement. This procedure is termed "Time Out". Over the term, the frequency of its use has diminished to be almost non-existent.

For an example of Time-Out in operation consider the case of two boys fighting. The teacher moves to both children and explains that by fighting they are breaking a class rule. Without further comment, the boys are seated in chairs which are some distance from the rest of the children. After three minutes, the teacher indicates to the boys to return to the group as if the incident didn't occur. The entire

(4) Bushell, D., 1973, p74.

sequence is carried out in a non-emotional, matter-of-fact way. A rule broken and there is an immediate consequence. The teacher does not scold, admonish or lecture the boys. The Time-Out procedure is precise, exactly timed to immediately follow the rule violation, and completely dispassionate.

The one behaviour that, though inappropriate, cannot be ignore by the Whalan teachers, is the child who wanders aimlessly, without direction, from one activity to another, without beginning any activity. The teacher directs the child to an activity and attempts to involve the child with a set task. Once involved, the teacher leaves and returns shortly after to reinforce the child for continuing to work on the activity. Over the term, the teacher would extend the length the child is left to his own devices, before returning to reinforce the behaviour of involvement.

J. Graphing the "difficult" child

Some children present particular concern and require greater strategy to modify their behaviour. The first problem is to define the inappropriate behaviour in behavioural terms. If this requirement is not met two difficulties are evident. Firstly, it is possible to label a child "aggressive", "shy" and "withdrawn", or "directionless" without being certain as to what is meant. Secondly, and more serious a problem, is the possibility to have an impression of a child as being aggressive, focussing on only those behaviours that comply with that impression, and ignoring all the evidence to the contrary. To combat these difficulties it is necessary to define in behavioural terms what is meant by a certain label. This allows everyone to agree on the occurrence of that behaviour and to map the frequency of the behaviour.

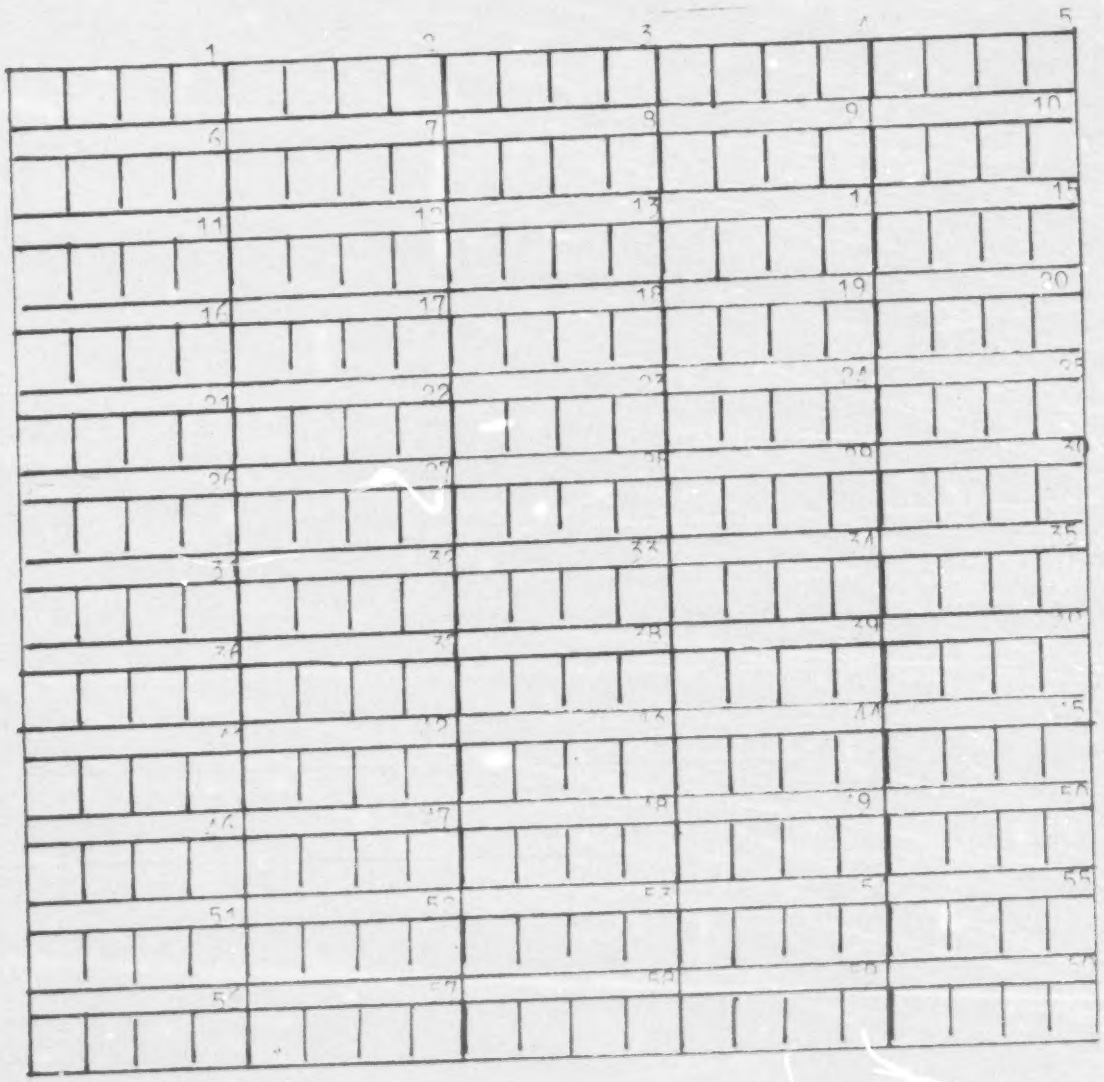
Baseline Data: Figure 8 is a frequency count for a sixty minute period. Each minute is split into four boxes for ease of counting; though it is possible for a certain behaviour to occur more than four times per minute. The number of ticks per minute indicate the frequency of the behaviour. It can be seen that it would be necessary in the definition of the behaviour to specify when the inappropriate behaviour begins and when it ends. These observations over a number of sessions determine the baseline data.

FIGURE 8 Frequency Count

Date _____ Activity _____ Subject _____

Session _____ Time Started _____ Time Finished _____

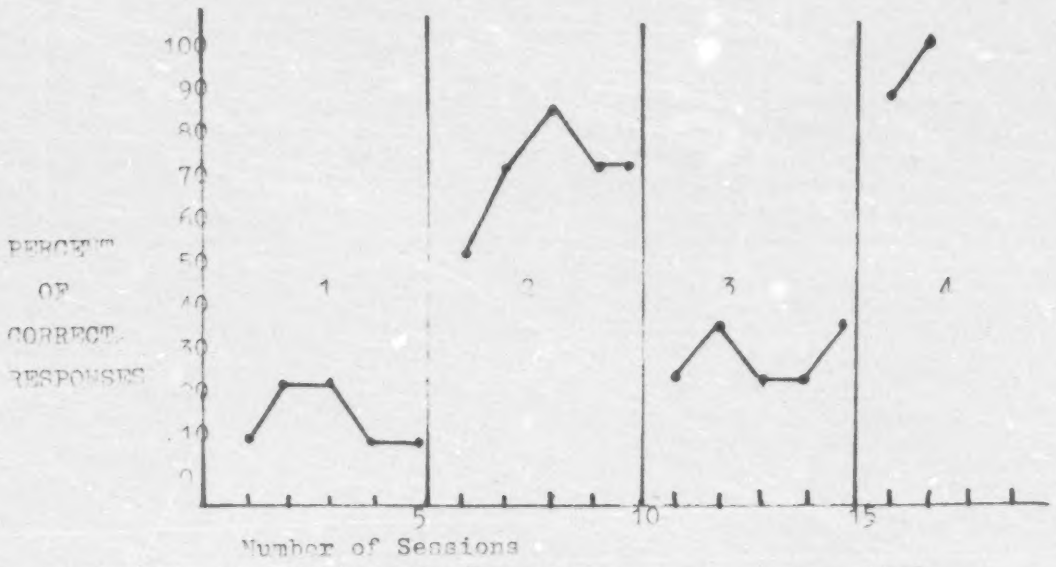
Behaviour Codes:



Intervention: Once the baseline data is determined the teachers can plan a strategy of intervention to modify the inappropriate behaviour, (Phase 2.) If the reinforcement is withdrawn, the inappropriate behaviour usually returns but not with the same frequency when compared to the behaviour before treatment. With the reintroduction of reinforcement the appropriate behaviour reappears and continues to recur more frequently. Eventually the inappropriate behaviour is eliminated. Below, Graph I illustrates the theoretical pattern that should appear.

Graph I - Theoretical Pattern

From the observations, a graph can be used to show visually how a behaviour has changed as a result of intervention.



1. BASELINE: Observations made on behaviour, prior to any direct intervention, indicated that the rate of correct responses averaged about 14% of the total responses made in each session, with little change from session, to session.

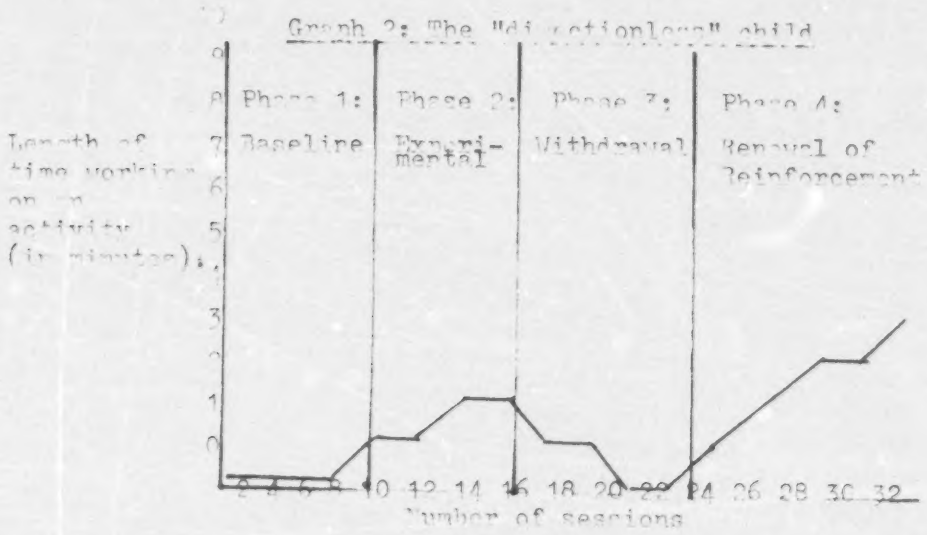
2. INTERVENTION 1: During the first experimental phase, the rate of correct responses increased to about 58% as a result of some procedure.

3. REVERSAL: With the withdrawal of intervention, there is a return to the behaviour observed in the baseline data, but a slight improvement has been gained.

4. INTERVENTION 11: When the intervention procedures are reinstituted, the rate of correct responses immediately increases.

Following is an illustration (Graph 2 - The Directionless Child) of what actually happened with a particular child.

The example to be considered is the "directionless" child. The first problem was one of definition. The behaviour to be reinforced was one of application and concentration. It was decided that the recorder would time the number of minutes the child worked on one activity; timing from the moment the child began working on an activity until completion. It was made mandatory that the child work on the one activity for one full minute to score a frequency of one. Every one full minute after that would also be scored as one. The child was observed in ten minute blocks per session.



Phase 1: After eight sessions of observation the baseline data was graphed. The child was observed, at no time, working on any activity for longer than a minute.

Phase 2: The teacher intervened and began working with the child on selected activities. The child's concentration span began to increase.

Phase 3: On withdrawing reinforcement, the child's behaviour returned to the baseline level.

Phase 4: However, as soon as teacher's attention was reintroduced, the child quickly recovered and improved to working on an activity for four minutes.

K. Social Reinforcement

At the beginning of the introduction it was mentioned that, at the moment unlike the Bushell model, a material token system has not been introduced at Whalan Preschool, though some thoughts are being entertained ragarding its value. The teachers are relying entirely on the reinforcing value of adult approval and praise.

> "Teacher attention in the form of a pat on the back, a hug, a smile, or a word of encouragement can be one of a teacher's most useful tools. By systematically using such teacher attention, the frequencies of a great variety of problem behaviours in pre-school and elementary school children have been successfully reduced. Fortunately, most teachers find the systematic use of praise natural and uncomplicated, and since teacher attention can be used to decrease a wide range of problem behaviours and to increase many appropriate behaviors, teachers should first attempt to handle most problems with teacher attention. Only when praise is ineffective should more complicated and powerful procedures, such as token reinforcement programs be employed."(5)

The teachers are developing the skill of descriptive praise. From general praise statements like, "nice" and "good"; the use of such expressions as, "That's a lovely painting, Barbara," or "Thank you for listening so carefully, Jim" or "I like the way you put your blocks away when you were finished, Carolyn" are becomeing more frequent. The teachers are aware that this is a particular teaching skill which needs to be developed.

All of the descriptive praise statements illustrate two desirable features of praise statements. First, the child's name is used. In addition to personalizing the contact between teacher and child, this practice takes advantage of the fact that the sound of one's own name is a positive event for most of us. Secondly, the praise specifically identifies what behaviour the teacher found commendable.

L. Monitoring Teacher Behaviour

It is considered that one of the most critical defining features of the Behaviorist model is teacher behaviour. A number of criteria are set describing the behaviour of the teacher in this model. Below is included the Instructional Teaching Criteria Observation Forms, followed by a list of definitions for the term used. It can be seen that no disapprovals are expected from the teachers while one hundred percent contacts with the children contain praise. A very demanding and strict prescription for teachers.(See Figure 9)

In April (1976) all teachers were monitored with this form. The length of observation is ten minutes. Perhaps the most dramatic improvement, compared with December 1975, was the sheer number of on-going interactions was nearing the criterion level as determined by the form. No teacher needed to use time-out technique nor were there any disapprovals. However, the teachers are aware that there are two features that require improvement. Descriptive praise was used fewer times than General praise, and this needs to be reversed. Also fewer than 90% contacts with prompts also contain descriptive praise. This particular item seems unrealistic and perhaps the criterion level needs to be lowered.

Generally, the teachers' behaviours are being shaped to meet the criterion level set down by the observation form. There is a shared feeling of developing ease when using descriptive praise. However, further practice is required to develop expertise in the use of descriptive praise.

---

(5) O'Leary, D.K., & O'Leary, S.G., Classroom Management, New York: Pergamon Press, 1972, p.87.

FIGURE 9 Instructional Teaching Criteria Observation Form

Date: _____ Teacher: _____ Observer: _____

1. ON-TASK OBSERVATION

Time Began _____ Time Ended _____ Total Time _____

Number of Children in Group _____

Minutes: 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

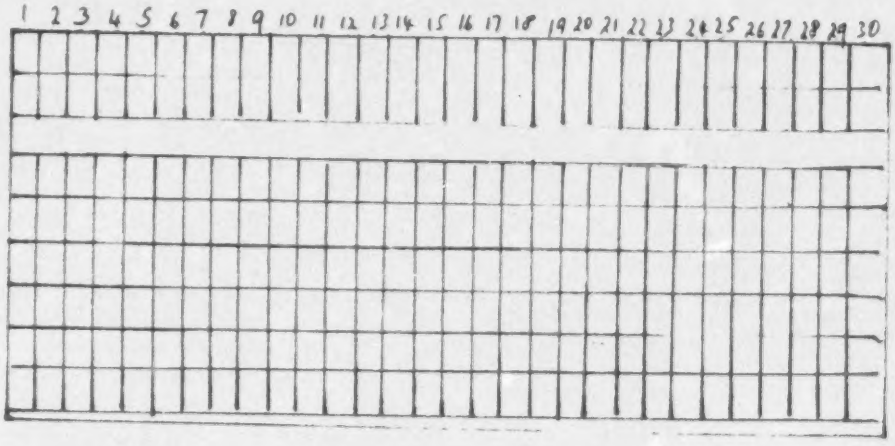
6 _____ 7 _____ 8 _____ 9 _____ 10 _____

Percent On-Task = $\frac{\text{Number of children On-Task}}{\text{Number of children in group x 10}}$ = _____

2. TEACHING OBSERVATION

Time Began _____ Time Ended _____ Total Time _____

Contacts


1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
On-Task Contact
Off-Task Contact
Prompt
General Praise
Descriptive Praise
Question
Discussion
Disapproval

3. SUMMARY - INSTRUCTIONAL TEACHING CRITERIA

80% Children On-Task	Yes	No
100% On-Task Contacts	Yes	No
100% Contacts contain Praise	Yes	No
90% Contacts with Prompts also contain descriptive Praise	Yes	No
0% Disapprovals	Yes	No
Time-out (if used) is used appropriately	Yes	No

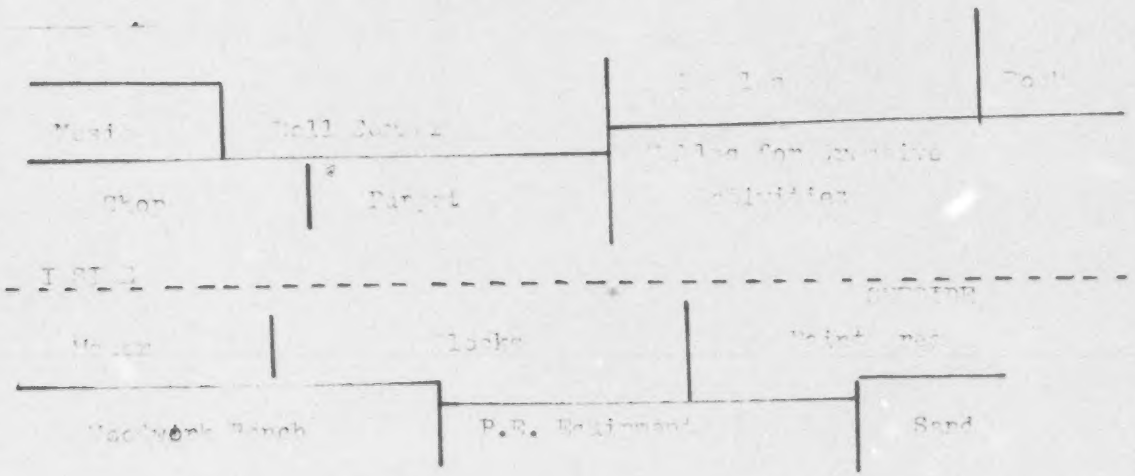
DEFINITIONS FOR USE IN OBSERVATIONS

Behaviour	Definition
On-Task	A child is working on or looking at his materials is in contact with the teacher and is not disturbing another child.
Off-Task Contact	Teacher contact is made to a child who is not working or looking at his materials or is disturbing another child.
On-Task Contact	Teacher contacts a child while he is working on or looking at his materials, is not disturbing another child, or is sitting quietly waiting for the teacher's contact.
Prompt	A verbal request from the teacher for a specific response: "Read this sentence," or "Write this letter."
General Praise	Teacher approval which does not specifically state what behaviour is being praised, for example, "That's nice", "Good", "Fine".
Descriptive Praise	Teacher approval which names the response being approved, for example, "You're a good boy for putting the blocks away", "That's a lovely painting!"
Question:	Teacher discusses a specific task or subject, for example, "First of all I past the back of the picture, then I press it on to the paper and smooth out the wrinkles, etc."
Disapproval	Teacher tells a child he is wrong by use of a negative statement such as "That is wrong". That's not correct". Or the teacher requests that the child change an inappropriate activity with statements like, "Sit down," "Turn around", or "Get back to work." Perhaps the most commonly used disapproving comment is "Shhhh!"

M. Flexible Work Schedules

Two examples: 1	2
9.00-915: Coming together; two teachers take two groups for such things as weather talk, morning greetings, showing of treasures from home, health talk, general routine news. Aides prepare activities or care for distressful children or answer questions parents may have.	9.00-9.15: Arrival at preschool: free use of any activity.
9.15-11.00: Work time; independent activities; children move voluntary to any activity; teachers and aides responsible for ten children each; mastery of behaviours to be recorded	9.15-9.30: Corner time; as in 1st group time in example 1.
	9.30-11.15: Individual work time; juice available during this time.
11.00-11.15: Juice time.	
11.15-11.30: Group time: music, story, finger play.	11.15-11.30: Group time; as in 2nd group time in example 1.
11.30 Dismissal	11.30: Dismissal.

N. Layout of Preschool Area



0. Objectives of Program

Pre-reading Programme - Objectives

1. Literary Appreciation

Child asks for some stories from day to day

- teacher reads stories to group/class, e.g. fairy tales like "The Three Bears", "Jack and the Beanstalk", nonsense books like Dr. Seuss series;
- teacher encourages children to bring in books from home; N.B. teacher needs to make a point of reading the book;
- picture stories.

Child listens attentively to stories

- questioning children during a story, e.g., what will happen next? (sequence), what colour? (details);
- use of listening post, e.g., sequencing pictures, manipulating, painting, building, completing set activities;
- use of puppets, toys;
- use of stories with repetition.

Child can say at least one nursery rhyme

- teaching nursery rhymes, e.g.

Child reads by way of pictures and discusses

- picture talks.
- teacher discussion about books in library corner.

2. Left to Right Progression

Can move left to right across a page using finger

- teacher indicates on page where to begin
- copying names under supervision
- teachers; directions and questioning while reading (Fig.3)
- writing patterns and stencilled material, e.g., dog running to bone.

Can turn pages starting at the beginning of the book

- supervision and directions from teacher while children are using books.

3. Auditory Discrimination

Child can complete a rhyming sequence, e.g., dan fan man tan ____ ____, etc.

- reading and discussing Dr. Seuss books
- oral games, e.g., riddles "I sound like red, you sleep in me, what am I?"
- picture games, e.g., matches - picture of house with picture of mouse.

Can imitate sound made by the teacher, e.g., animal sounds

- oral games, e.g., farm animals.
- imitates rhythmic patterns.

Auditory Discrimination (cont'd):

Can distinguish between loud and soft, high and low sounds -

- use of piano, children move accordingly, e.g. si for soft, stand for loud.
- children make loud/soft/high/low with voice, feet, musical instruments.

Can recognise individual children's voices

- Games, e.g., "Hello judge"
- use of cassette to record individual voices.

Can select objects the names of which have common initial sounds

- games, e.g. select the object starting with "s" and "I spy"

Following oral directions in correct sequence

- games, listening post, records.

Memorizing the sound each letter makes

e.g. point to the letter that makes a 'b' sound.

Can discriminate among types of sounds, Given a sound, child can state what is producing the sound. Or, child can identify a sound that is the same as a sample.

4. Visual Discrimination

Can classify

- sorting beads, pebbles, shells, pictures, etc., into colour, or size, or type of function.
- colour matching activities, e.g. pattern games
- "Find my mother" - child matches pictures of baby animals with mother animals.

Can recognise name cards

- places coat into right cubicle
- finding name cards.

Can find in class books, notices, name cards, words or letters, or pictures that are the same.

- story charts and nursery rhyme charts matching flashcard word or phrase.
- going "shoppin - child memorizes items on a shopping card and has to choose them from shelf.

Can distinguish between shapes

- use of flashcards
- matching shape games
- use of shape boards
- use of multi-attribute blocks
- returning blocks to correct area
- large pictures with parts missing. Child finds the part that is missing

5. Kinaesthetic Discrimination

Can trace simple outlines with finger or pencil
- stencils with dotted lines to join up
- tracing templets of animals, etc.

Can trace letters, shapes in the air and on the table
- finger painting, sand play, finger plays

Can recognize through touch similarities and differences in shape, size and texture, etc.
- feeling boxes, games involving matching through feel, posting box, taste and smell boxes.
- multi-attribute blocks
- rods - feeling differences in size.

6. Vocabulary

Can call familiar objects by their correct name
- "I Spy" game
- picture talks
- object talks
- health and safety talks
- stories and poetry
- drama and puppetry
- excursions
- news
- films
- "I am wishing" game.

Can distinguish "behind", "in front", "first" and "last".
- follow the leader
- directed activities e.g. put the car behind the house.
- incidental classroom organisation e.g. "The first persons ready can ....."
- racing games

Can talk about his possessions and work
- remind children to bring in toys books, etc., and to talk about them.
- news times
- children tell each other about their paintings, models, etc.

Can tell a story
- ask children questions in story time
- use puppets to act out a story
- sequence of pictures and children describe a story.

7. Comprehension

Can select details from a story
- questioning e.g. "What colour is Red Riding Hood's dress?"

Can relate experiences from a story or own background
- news
- open-ended stories "what would you do if ....?"
- informal conversation with teacher and other children.

Pre-Number Program - Objectives

1. Classification of intensive properties, e.g. size

- using phrases such as the big apple, the little orange, (thick, thin, large, small).
- "tell me something you saw on the way to school which you think is big"
- "bring me something in the room you think is small"
- sorting sets of objects into big/small etc. (e.g. big beads and little beads).

e.g. length

- examples in reply to requests, e.g. as above (vocab.: long, short).

e.g. volume

- recognising aspects of volume and using appropriate vocab. (full, empty)
- Collecting and sorting as for size
- comparing vol. of containers with same shape but different sizes.

e.g. height

- examples in reply to requests 'as above' vocab; tall, short high, low.

e.g. mass (weight)

- recognising aspects of mass and using appropriate vocab. (heavy,light).
- Collecting and sorting as for "size"

e.g. time

- understanding and use of "yesterday", today","tomorrow", "day, "night", time of the day.

e.g. money

- value of coins (cents in particular)

e.g. shape

- use of jigsaws templets
- recognition and sorting of triangles, squares and circles.

2. Seriation (order)

- teaching of perceptual discrimination and the words that describe the difference - big, little; big, bigger, biggest.

e.g. size

- grading a set of objects according to size, e.g. giving the largest toy to the smallest child.

e.g. length

- vocab: long, longer, longest

e.g. volume

- "Does this bottle hold more than that one?"
- looking at empty containers - which one would hold the most

Seriation (cont'd)

e.g. height

- tall, taller, tallest — high, higher, highest
  short, shorter, shortest — low, lower, lowest

e.g. mass

- heavy, heavier, heaviest — light, lighter, lightest

e.g. time

- yesterday, today and tomorrow; "Do you come to school before lunch?"

e.g. money

- placing money in order of value

3. Spatial Relationship

- emphasise such terms as " over, under, in our, in front of, above, below, up, high, low, down, inside, outside, first one, middle one.

4. Numeration

- ability to count to 10 (rote)
- ability to abstract numbers from cards
- ability to make judgments about - more, less, few, lot, etc.
- ability to recognise and match the primary and secondary colours.

Pre-Writing Programme - Objectives

1. Provide activities which develop muscular co-ordination, tactile and manipulative skill through -

- real life activities, e.g. tying shoe laces, buttoning clothes, playing in the house corner, care of classroom equipment, construction toys, sand play, water play and bead threading.
- artwork, e.g. modelling using clay, dough, plasticine, drawing on blackboard with chalks, with drayons on large sheets of paper, painting using large brushes, finger painting.
- handwork, e.g. paper tearing, twisting, crumpling, cutting, rolling, and folding.
- finger plays, songs and rhymes.
- physical education, e.g. ball catching.

2. Provide activities which develop visual discrimination

- jig-saw puzzles
- sorting and matching beads, etc., for size and shape
- pattern making with blocks, beads, coloured sticks, rod, etc.
- picture sequence reading to give left-to-right progression
- reading name cards.

Pre-Writing Programme - Objectives (cont'd):

3. Provide specific writing and pattern activities in a developmental sequence -
   - free scribble on blackboard with chalk and on large sheest of paper with crayons, large coloured pencils, texta.
   - directed scribble using free hand and finger movement on blackboard or paper, or using chalks, crayons, large pencils, texta, or large brushes.
   - directed patterns using straight lines, circles and parts of circles
   - variations of directed patterns, combining shapes already used
   - picture making from patterns
   - tracing over words with fingers
   - copying of a set example

Music and Movement Programme - Objectives

1. Children will participate in songs
   - finger plays
   - nursery rhymes
   - simple songs
2. Participation in singing games
   - e.g. "Did you ever see a Lassie?"
3. Recognition of rhythms for basic steps and move to the music
   - walking
   - marching
   - skipping
   - running
   - galloping
4. Can respond to a regular beat and move accordingly, e.g. -
   - clapping
   - tapping
   - playing regular beats with percussion instruments
5. Responds to changes in music through movement -
   - loud and soft music
   - slow moderate fast music
   - smooth and jerky music
   - music suggesting feelings, e.g. happy, sad, light, heavy
   - music suggesting animals, particular actions (playing, shopping, working, etc.
6. Responds to listening activities -
   - moves freely to musical piece
7. Children use percussion instruments holding them correctly, using for self-expression or accompanying a particular rhythm.
   - children use instruments in free play
   - use particular instruments to accompany piano, record, etc.
   - learning to play softly and loudly.

Art and Craft Programme - Objectives

1. Children are given the opportunity to use a wide variety of materials freely, and allowed to develop at their own pace
   - materials for painting, drawing, pasting, modelling, constructing, cutting, printing are made available to children to use (as they wish) to create their own works.
2. Children have practic in mastering a variety of manipulative skills -
   - cutting activities
   - pasting activities
   - tearing activities
   - rolling activities
   - crumpling activities
   - sewing activities
   - woodwork activities
   - cooking activities
   - fringing activities.

Play Programme - Objectives

Children use play equipment and materials for the purposes of interacting with other children, enjoyment, and incidental learning about their environment -

- blocks
- construction equipment
- puzzles
- house corner
- sand, seed and water play

Behaviourist Library Programme - Objectives

1. Take care in handling books
   - discussion on care of books
   - teacher shows by example how to care for books when reading.
2. Able to classify books according to size, thickness, subject matter, etc.
   - bead and object sorting
   - colour and specific toy, tables.
3. Children are able to choose a book and follow it from beginning to end -
   - sequence pictures
   - bead threading
   - nursery rhyme picture charts
   - matching games (from left to right)

Science Programme - Objectives

1. To expose children to scientific objects, e.g. plants and pets
   - filmstrips of plants growing, zoo animals, etc.
   - books and pictures on plants and animals.
   - daily feeding of and cleaning animals.
   - daily watering and caring for plants
   - discussions on what will happen if we neglect them.
   - children bring own animals (or pictures) and plants.

2. To teach specific facts - observation of the environment
   - daily and weekly weather charts
   - nature table
   - incidental questioning e.g. "Where does rain come from?"
   - dressing dolls according to weather
   - art/craft activities, e.g. leaf stencils.
   - filmstrips and discussions on other environments.

Physical Education - Objectives

The development of perceptual-motor abilities which will enable the child to do with his muscles what he wants and intends to do.

1. Gross motor co-ordination
   - the ability to walk on a balance board, to jump, to climb, to throw, and catch a ball.

2. Participation in group play
   - children can follow instructions
   - children can join in willingly.

Health and Safety Programme - Objectives

1. Awareness of and attention to bodily needs
   - incidental discussions on personal hygiene
   - reading and discussing books about health e.g. dentist, doctor books.
   - filmstrips, e.g. At the Dentist
   - object talks e.g. toothbrush, shampoo.

2. Safety at School
   - incidential discussions on personal safety
   - knowledge and practise of safety rules
   - road safety calendar
   - completing stories on safety at school.

SOCIAL OBJECTIVES OF THE BEHAVIOURIST MODEL

I The Child

1. Follows direction
   - walks in classroom
   - puts back toys where and as he found them.

2. Observes classroom procedures

- respects "quiet" corners
- stays in view of the teacher
- observes the limit to the number of children playing in a certain area.

3. Responsible

- uses "please","thank you", "sorry" and "excuse me".
- accepts responsibility for own actions
- uses materials correctly, e.g. hammers are used only for hammering nails, sand remains in sandpit.
- takes care of books, e.g. by turning pages carefully, reading books in book area.

4. Comfort in school

- happy
- can control temper
- when frustrated can a) persist with task
  b) recover quickly
  c) adjust to change

5. Achievement motivation and pride of mastery

- alert, interested, attentive, e.g. asks questions, explores objects in his environment
- follows activities conclusion
- uses materials in a variety of ways
- seeks help only when necessary
- tackles new tasks
- satisfied with own work
- brings his treasures to school.

6. Care of self

- cares for coat, towel, etc., e.g. by handing them in locker, folding towel neatly
- uses toilet when necessary, pushes button, washes and dries hands
- brings handkerchief to school
- can take of shoes and socks
- can put on shoes and socks
- wears smock for painting, water play, etc.
- knows age
- remembers to take own belongings hom.

II Other children

1. Interaction

- allows children to play with toys
- remembers to wait turn
- speaks in turn
- addresses people by their name
- liked by other children
- plays in group games
- helps other children

III. The Teacher

- at 'signal' from teacher comes together with the group
- child asks teacher to write name on painting
- when a mess is made or something is broken child informs the teacher
- child responds to praise
- child responds to parents' and teachers' requests
- remembers and acts on guidance
- offers to do odd jobs
- initiates interaction with teacher

This completes the list of objectives for the Behaviourist program in pre-reading, pre-writing, pre-number, music and movement, art and craft, play, library, science, physical education, health, safety and socialisation. The teachers use these objectives to structure the direction of the pre-school program. First, an overall year plan is drawn up and the objectives grouped into term goals. The term plan is divided into five-weekly goals using a thematic approach which is then used to direct weekly planning. Figure 8 sets out a suggested year plan. This is followed by a sample of a five-weekly plan. Finally, two examples of week plans are illustrated.

P. SUGGESTED YEAR PLAN FOR WHALAN PRE-SCHOOL, 1976

See Figure 10 (page 79).

Q. SAMPLES OF FIVE-WEEKLY PLANNING

Theme: PETS Term 2: Weeks 1 to 6

What kinds of pets do our children own? Illustrate with pictures, names on board. How many children have cats, dogs, birds, etc? Need to develop the skills of caring for pets. What animal would you like to care for? Where does the animal live? Does it need a special house? What does it eat? How does it keep itself clean? How do animals play?

Pets that could be treated: cats, dogs, birds, fish, guinea pigs, rabbits, frogs, tortoises.

Pre-Reading Objectives

1. Can listen attentively to the following stories: "All About Dogs", "Alban", "Jake", "The Pokey Little Puppy","The Pet Shop", "Pet Show", "Scaredy Cat", "Tiger's Adventure", "Mr Rabbit and the Lovely Present", "Furry Boy", "Hop Like Me", "Animal Doctors", "Let's Find Out About Frogs".

2. Can turn pages starting from beginning: use will be made of the above books.

FIGURE 10 Suggested Year Plan

Term	Subjects: LANGUAGE	PRE-NUMBER	MUSIC	ART/CRAFT	NATURAL SCIENCE	SOCIALISATION
	Weeks 1 to 3: Establishing routines, identifying playing areas and approved modes of behaviour, experimenting with different media; begin screening test.					
I	Draw from Creative Activities and Lang. Development Sources	Each term continue with on-going number rhymes	Follow suggested scheme	Activities to be drawn from theme resource book	"I am Me" - body parts, clothes	"I am Me"
	In Week 5 implement observation/record card				"Weather" - oral, observing and recording	"The Home"
II	Pre-Writing Graded Progression to commence. Visual Discrimination Scheme to commence.					
	Continue with Creative Activities and Lang. Development Scheme	Continue with number rhymes	Follow suggested scheme	Continue with use of theme resource book	"Animal Observation" "Weather"- continued	"The School"
III	Pre-Writing Progression scheme to progress to fine motor skills. Visual Discrimination scheme to progress to fine motor skills.					
	Continue with plan	Presentation of numerals for recall	As above	As above	Simple experiments with water, air, plants	

3. Can discuss pictures for colour, naming of objects, sequencing.
   Stimulus pictures: "City Mouse, Country Mouse", "Feeding the Parrot", "At the Dog Pound", "Crossing the Street".
   Language Development Pictures: Cats playing, Animals dancing, Dog hiding.
   Pets: "Farm pets", "School pets", "Wild pets", "House pets".

4. Can recognise individual children's voices; games, tapes of animal noises, e.g., purring, barking, etc.

5. Can imitate sounds made by teacher.

6. Can call objects by correct name: objects associated with the care of pets, using pictures and objects.

7. Can talk about possessions and work: through are/craft activities, constructions, news time.

8. Dramatisation: Nursery rhumes, storeis, finger plays: Mary had a Little Lamb, Old Mother Hubbard, Baa Baa Black Sheep, Hey Diddle Diddle, Animals Who Lived in Gaol.

Pre-Writing Objectives

1. Can free tear and tear to a line: different types of paper and materials (see Art/Craft section).

2. Can free cut and cut to a line: paper, materials, cards, junk pasting.

3. Can sit squarely at a table.

4. Can position paper correctly on table: jig-saw, books, matching games, sorting, craft materials, etc.

5. Has the opportunity to develop large muscle skills: bikes and scooters, ladders, wheels, tyres, buckets and spades, hoops, balls, bean bags, jumping board, balance beam, climbing frame, large blocks.

6. Has the opportunity to develop small (fine) muscle skills: using animal puzzles, threading, sorting, matching, construction straws, stacking, grading, playing with dough.

Social Awareness

Objectives - Through praise,,encouragement, ignoring.

1. Can help other children - own initiative; responding to a child's request; responding to teacher's request.

2. Initiates interaction with teacher - to discuss homelife; to ask assistance' to discuss possessions or work.

3. Asks questions - when prompted; picture or object discussion, spontaneously on his own work; or on teacher's activities.

4. Follows activities to conclusion - ask for assistance if necessary.

5. Brings treasures to school

6. Puts toys back when and how, he found them - assisting another child; own initiative, responding to request.

7. Quiet in book corner

8. Tackles new tasks - own initiative; following another child; working with teacher.

9. Uses "please" and "thank you".

10. Takes care of books - turns pages correctly, reading along and sitting down, leave books untorn and unscribbled; returns book correctly to shelf; one book to be used at one time.

11. Listens to others (picture talks); shares adult attention with peers.

Pre-Number - Objectives

Can classify properties by:

1. length = long, short - reference to length of tails, necks and animal bodies; construction toys.

2. mass = heavy, light - water, sand, sawdust, shavings, stones, etc., in containers to compare mass.

3. volume = empty full - water play, wood shavings, sawdust, sand using different size and shaped containers.

4. Can use terms such as - over under - discussion on animal play; climbing equipment, construction toys; auditory skills in simple directions "Can you put a ball under the chair?"

5. high, low - musical notes as well as heights. Climbing, balls, construction; pasting in specified area.

6. Can recognise the colours of red, blue, yellow, green, constant reference to colours in pictures, stories; reference to daily incidental clothes, toys, colour of paint, dough and art/craft media.

Number Rhymes

Hickory Dicory Dock
One little Fish
Two Little Babies
I Never Saw a Purple Cow
Two Little Dicky Birds
I had Two Pigeons

Number games - Eye Winker, Knock at the Knocker, A Rabbit on a Hill.

Physical Education

Balancing - walking between lines - forwards and backwards
- walking on hoops lying on the ground
- walking on a low form.

General Body Movement - rabbit hop
- walking/running on signal rabbit hop

Hand-Eye Co-ordination - throwing and catching bean bags alone
- throwing into hoop or tyre
- bouncing ball in free space while stationary or moving.

Climbing frame, ropes and ladders.

Art/Craft

Vegetable and toothpick animals
Matchbox puppets
Cotton reel animals
Rabbits from egg cartons
Pasting wool for lamb
Eggshell fish
Pipecleaner cat
Litterbug frieze
Cone and box masks - pets
Mobile of animal with its food, brush, etc.
Tortoise from milk cartons
Whitewash paintings for "foggy" effect
Folded sheet cutting
Spatter painting
Leaf prints
Matchstick pictures
String painting
Crayon rubbings of animal templet.
Tax and paint wash
Chalk painting
Crayon etching
Dry brush stencilling

Songs and Finger Plays

I'm a Little Teapot
Everybody do This
Three Little Mice
Johnny Works with One Hammer
Where is Thumbkin?
The Wheels of the Bus
Two Little Hands
This is the Church
Two little Apples
Here is the Beehive
Two Little Eyes
A Little Ball
My Pigeon House
Eency Weency Spider

Singing Games

Looby Loo, Punchinello, Drop the Hanky, Pass the Object.

Health and Safety

1. Toothbrush - clean teeth twice daily, using toothpaste. Rinse mouth thoroughly.

2. Nail brush - use with water and soap daily to clean toenails, fingers and nails.

3. Hairbrush - brush hair at least in the morning and at night.

4. Clothesbrush - to clean flint and dust marks from clothes.

5. Wearing warm clothes and shoes in winter. Leave coats in lockers for when we go outside.

Science - Water Experiments

1. Water feels wet - how can we make it sticky, slippery, warm, cold?

2. Water looks clear - try to dissolve things in it (salt, sand, sauce, cocoa).

3. We can change the taste.

4. Why do objects float and others sink?

5. We can change the state of water.

6. Show how water moves from one place to another e.g. waterfalls from hoses.

Rhymes and Poems

What do the Do?
The Little Turtle
The Rabbit Skip
Mice
Mr. Rabbit
Chums

Hey Diddle Diddle
Old Mother Hubbard
Mary Had a little Lamb
Baa Baa Black Sheep

R. Example A of Weekly Planning in the Pre-school

Pre-numbers:

1. Can classify properties by length, e.g. cat pictures to which pupils are to attach the stated whiskers such as long whiskers; tails are pinned daily to coloured cats and dogs (as above); compare lengths of footsteps, arms, etcetera; collect one long and one short leaf each to paste on painted tree; compare lenths of animals made from dough.

2. Can recognise the colour 'green'; daily incidental references to colour in pictures, clothing, toys, paint, dough, art/creft media and finished product.

3. Can use the terms: "over" and "under"; following directions with outdoor equipment and with incidental activities, e.g. "put the chair under the table"; attaching pictures of animals to objects e.g. "the dog under the gate".

Pre-reading:

1. Can discuss pictures.

2. Can recognize sounds: tapes of dog panting, whining, scratching, barking; jars of stones, sticks, leaves, etc.

3. Can call objects by their correct name: table display of animal items, e.g. leash, pellets, etc. These are used for discussion and touching games.

4. Can listen attentively to stories: "All About Dogs": "The Pokey Little Puppy"; "He's Your Dog Charlie Brown".

Pre-Writing:

1. Can sit squarely at a table.

2. Can develop small muscle skills: sorting pellets, matching cards on boards, associating pictures, plastic and wooden construction sets, threading, grading, stacking, art and craft work.

3. Can tear and cut: see Art and Craft section.

4. Can develop large muscle skills: ropes, climbing equipment, wheel toys and blocks.

Social Awareness:

1. Brings toys and pictures to school.

2. Can help other children by responding to a teacher's request.

3. Initiates interaction with teacher to discuss home life.

4. Puts toys back where and how they should be through own initiative.

5. Listens to others during picture and news talk.

Science:

Water looks clear - try to dissolve salt, sand, sauce, cocoa. Do these change the taste?

Health:

Use of the nailbrush with soap and water daily to clean toes, fingers, knees and nails.

Example B of Weekly Planning in the Pre-school

Art/Craft:

Related to birds and fish: to experience a variety of media - eggshell, fish, frieze of under the sea, fringing feathers, pasting feathers, leaves and ferns for bird mobile, using feathers for Indian headband. silhouette of houses washed to give "foggy" effect. Chalk painting, hand painting, free painting, mixing blue and yellow.

Health and safety:

Use of the hairbrush - brush hair at least twice daily. Shampoo hair regularly and keep it tidy.

Singing Game:

"Pigeon House".

Pre-Number:

Can recognise the colours blue, yellow, green; playing the fishing game; daily incidental references to colour of clothing; paint dough discussion of pictures, books, classroom equipment and art/craft exhibits; discussion of constructions, matching pictures; sorting of buttons, discs, etc; threading beads.

Can classify properties by "heavy", "light" - comparing weights on scales using tiles, cork, crayon and paper; comparing pupils own weights. Science table of containers of various weights, objects of similar size but different weights; floating and sinking objects in water tray.

Pre-Reading:

Can listen attentively to stories: Animal Doctors, Animal Book. How does it feel?, Birds on a Bough, The Ugly Duckling, How Animals Sleep.

Can discuss pictures - naming objects and relating to pupils' homelift House Pets, Cats Playing, Feeding the Parrot, The Canary, The Goldfish.

Can talk about possessions and work - through news, show and tell, construction, creative activities.

Can recognise shapes - can identify pet shapes, zoo animals, felt animals templates.

Pre-Writing:

Can position paper correctly - jig-saws, books, sorting and matching games. Practise the use of small muscle skills - sorting animal toys from other toys, matching one animal to others of its kind; threading beads, seeds, straws, construction straws, rosettes, blocks.

Practise the use of large muscle skills - balancing, throwing and catching bean bags, climbing frame, ropes and ladders; bird seed and

Pre-Writing (cont'd):

shavings play, construction, digging etcetera,

Can free tear and free cut - see Art/Craft section,

S. Parental Involvement

Although parents were enthusiastic initially, over the school year there was a steady decline in the attendance of parents in the preschool. The mothers who were consistent with their support and help expressed satisfaction in being involved. The use of the toy library proved popular with the parents. This service was fully operated and maintained by the parents after being initiated by the teachers. In 1977, the preschool will persist with its invitation to parents to share in the activities that have been planned such as film days, displays and meetings, etc.

T. Difficulties

Most of the difficulties that had occurred during the year were resolved through discussion and mutual support. The role of the program assistant in encouraging the teachers when they feld discouraged was especially important.

Problems which arose during the first part of the year generally focussed on personality factors. The teachers found it difficult to work and plan in a team teaching situation as both had had no previous experience of such a situation. The necessity for teachers to have similar personalities and teaching styles if they are to work harmoniously in a team situation or who are prepared to appreciate and tolerate differing viewpoints, cannot be overstressed. Especially is this so in a program which stresses a prescriptive teaching style.

Minor problems caused by the relative physical isolation of the preschool have arisen but these have in due course been resolved.

It will be important to see how permanent are the program characteristics when the program assistant's direct support is gradually withdrawn in 1977.

COGNITIVE PRE-SCHOOL PROGRAM

(DAWSON PRE-SCHOOL)

The program is based on Weikart's et al. Cognitively Oriented Preschool Curriculum (6) whose theoretical development is described in the various High/Scope Educational Foundation publications 1970-1976.

The program represents an educational strategy derived from Piaget's cognitive developmental theory. This strategy has implications for studying the processes involved in children's learning and for developing techniques for supporting cognitive growth. These techniques have been fashioned into a curriculum which guides planning through the

- determination of goals
- selection of activities
- sequencing of activities
- assessment of cognitive levels
- teaching strategies
- classroom procedures

DETERMINATION OF GOALS AND THE SELECTION OF ACTIVITIES

A stage based theory of development implies sets of goals for progression to the next level of operation. The goals become educational aims at the broadest level. Thus for certain logical operations, say classification, the general theory traces the developmental pattern through the stages. Each child's level of operation can then be assessed and preparation made for advancement to the next level. In this way goals are derived from the theoretical base and are interrelated with it.

The major areas for studying the growth of logical operations have become the content areas for the program: classification, seriation, number, time and space. Weikart uses these as the base for planning and evaluating activities in his triangular model (see Figure II).

FIGURE II Model of Weikart's Curriculum

(6) Weikart, D. et al. (1974) Cognitively Oriented Preschool Curriculum

i) Levels of Representation

While the content has come from traditional logical-mathematical areas, the representation takes into account a certain epistemological theory which emphasises the child's continuous restructuring of the framework of knowledge through learning and the assimilation of new information. The levels represent the different forms this information can take and the order in which it should be experienced or presented. Objects need to be presented before only parts of objects. At the next level of abstraction, symbols should precede signs, which have an arbitrary relationship to the object. Thus an apple is given to the child to see, feel, taste and smell before its pictorial representation is to be classified (named or discriminated). Pictures of apples precede the written word.

ii) Content Areas

For each of the content areas the levels of representation prescribe the order in which information is to be presented. Sticks gathered from the playground and stones from the edge of the road are to be ordered (seriated) before pictures of trees and hills. Groups of toy cars are to be compared against groups of wheels (correspondence) before numerals are given. Further, these levels indicate a child's location in the developmental sequence from preoperational to formal operational representations. From giving the named object to the teacher the child comes to represent it verbally or graphically with increasing elaboration.

iii) Language and Action

The third component to the model comes from Piaget's 'action' principle. Direct, active experiences with objects and events are basic to the child's organisation of information. Things are to be done before they are talked about. But when they are talked about they are to be in the personally meaningful forms of the child's own constructions.

Each of the three sides of the model generates its own specific goals as well as those formed from their interaction. These goals form the foundation for the selection and organisation of content, as well as providing a framework for evaluation. They are the basis of preparation for teaching and the organisation of school experiences.

As specific goals these are amplified in the High/Scope 'Key Experiences for Cognitive Development in the Preschool Years' (see Table 1).

These goals have been the major source of curriculum content for the year. Early on, themes based on the child's experiences were easily developed and analysed according to the triangular plan. The first theme 'Myself" provided easy material and experiences for classification, seriation, space, time and number operations from object through to symbolic levels, involving direct experience and language. This planning is set out in Table 2.

TABLE 1 Key Experiences for Cognitive Development in the Preschool Years

I. **Key Experiences For Cognitive Development In The Preschool Years**

A. Active Learning

1. Exploring actively and with all senses.
2. Discovering relations through direct experience.
3. Manipulating, transforming and combining materials.
4. Walking, running, climbing; using the large muscles.
5. Taking care of one's own needs.
6. Choosing materials, activities, purposes.
7. Acquiring skill with tools and equipment.

B. Using Language

1. Conversing about personally meaningful experiences with adults and peers.
2. Describing objects, events, and relations verbally.
3. Expressing feelings in words.
4. Listening to others describe objects and events.
5. Having one's own spoken language written down by an adult and read back.
6. Listening to stories or poems being read; retelling stories; making up stories.

C. Representing

1. Recognizing objects by sound, touch, taste and smell only.

Key Experiences
(cont'd)

2. Imitating actions.

3. Relating pictures, photographs, and models to real places and things.

4. Role playing, pretending.

5. Constructing models out of clay, blocks, etc.

6. Making drawings and paintings.

D. Classification

1. Investigating and labeling the attributes of things:

   - What do you do with it?
   - Where is it found?
   - How does it look, feel, taste, smell, sound?
   - What parts does it have?
   - Which objects are used together?

2. Noticing and describing how things are the same and how they are different. Sorting.

   - Which ones are the same (alike, similar, exactly the same, just the same)?
   - Are these the same or different (not the same, not alike)?
   - Which ones are the same color (same size, same material, same shape)?
   - How are these the same (alike, like each other)?
   - How do these go together?

3. Describing something in several different ways.

Key Experiences
(cont'd)

4. Describing what characteristics something does not possess or what class it does not belong to.

5. Holding more than one attribute in mind at a time (example: Can you find something that is red and made of wood?)

6. Distinguishing between "some" and "all".

E. Seriation

1. Comparing: Which one is bigger (smaller), heavier (lighter), rougher (smoother), louder (softer), harder (softer), longer (shorter), taller (shorter), wider (narrower), sharper, darker etc.

2. Arranging several things in order along same dimension and describing the relations (the longest one, the shortest one, etc.)

3. Matching one ordered set of objects with another.

F. Number Concepts

1. Comparing number and amount: more/less, same amount; more/fewer, same number.

2. Comparing the number of items in two sets by matching them up in one-to-one correspondence (are there as many cups as there are saucers?)

3. Enumerating (counting) objects, as well as counting by rote.

G. Temporal Relations

1. Describing past events in words.

2. Anticipating future events verbally and by making appropriate preparations.

Key Experiences
(cont'd)

3. Starting and stoping an action on signal.

4. Describing the order of events in words (earlier, later, a while ago, just now, now, then, one more time, again, when, until, at the same time, first, next, last, first, second, third, before, during, after, since, while).

5. Describing different rates of movement (fast slow).

6. Planning and completing what one has planned.

7. Using conventional time units in talking about past and future events (morning, afternoon, evening, day, night, today, yesterday, tomorrow, hour, week, week-end).

8. Comparing time periods (short, long; new, old; young, old; a little while, a long time).

9. Observing that clocks and calendars are used to mark the passage of time.

10. Observing seasonal changes.

H. Spatial Relations

1. Fitting things together and taking them apart.

2. Rearranging a set of objects or one object in space (folding, twisting, stretching, stacking, tying).

3. Observing things and places from different spatial viewpoints.

4. Describing the positions of things in relation to each other (in the middle, on the side of; on, off, on top of, over, above; under, below, beneath, underneath; bottom, top; in front of, in back of; behind, beside, next to, between).

Key Experiences
(cont'd)

5. Describing the direction of movement of things and people (to, from, into, out of, toward, away from).

6. Describing relative distances among things and locations (close, near, far, next to, apart, together).

7. Experiencing and representing ones own body: how it is structured, what various body parts can do.

8. Learning to locate things in the classroom, school and neighborhood.

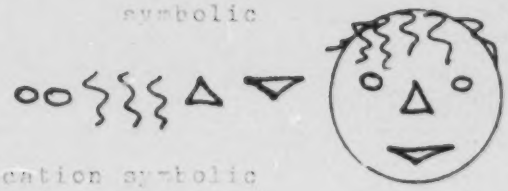
9. Interpreting representations of spatial relations in drawings and pictures.

10. Distinguishing and describing shapes.

© High Scope Educational Research Foundation

TABLE 2 Planning Form for Theme "Myself"

THEME: Myself

CONCEPTS	LEVEL OF INTERPRETATION	ACTIVITY
spatial relations	object	action: drawing body outlines language: naming body parts and location; relation: head on top, feet underneath...
classification	symbol	action: painting clothes onto body tracing, pasting on material. (matching colours) language: naming colours
seriation	object	action: hanging body pictures, collages according to size. language: comparatives - short, tall, taller
spatial	symbolic	action: using collage to make representation of face 
classification	symbolic	action: match photographs with symbols; recognise self and others from photographs
classification	symbolic	action: hand and finger printing
seriation	object	action: discriminating finger sizes
classification	object	action: what different parts of the body can do - knees bend, tongues taste, mouthes eat. . .
		. . . . and so on

Using the content areas different activities are derived from the theme. These are organised into daily plans. A particular content area is chosen to be the focus, although other areas are always involved (see Table 3).

TABLE 3 Example of Daily Plans

THEME: Vegetables	Activities/Groups
MONDAY:	
Classification: vegetables bought by children from market are named and grouped. Open grouping: 'Which ones go together?' 'Can you find some that are like each other?' 'Can you think of another way they could go together?' Categories: 'Which ones do you like best?' 'Which ones do you have to cook?' 'Which ones are soft?'	
TUESDAY:	
Seriation: Cooking vegetables. 'Which ones do we need to cook?' 'What must we do first?' Wash? Peel? Shell? Slice? 'What must we do next? Saucepan, water, salt, lid. 'What do we do next?' Saucepan on stove 'What do we do next?' and so on	
WEDNESDAY	
Number: Planting seeds, seedlings, labelling. Put three seeds into each pot. Like this. Stick the label on the pot. Put a few seeds in this pot. Are there more carrots or more onions, or are there the same? Half fill the pot with soil. Pour a small glass of water on each pot.	

Although this guide provides most specific directions for teacher planning, it is not meant to be prescriptive. Rather, an interaction between pupil initiation and teacher planning of activities and procedures is possible. Often teachers are faced with the decision to alter plans and routines to preserve children's interests and involvement. Teachers have found children's plans can be easily elaborated to provide many of the experiences they had planned, but sometimes direct children's activities to incorporate the content they wish to cover.

Initially goals come from the model's 'key experiences' but after each session the effectiveness of both the goal setting (in terms of

appropriateness for the particular group, level and so on) and the implementation are assessed. This evaluation is reviewed in the planning context by the whole staff to determine action to be taken to alter plans or procedures or to prepare specific goals for individual children in relation to the general goals for the group.

It was found that the force of model early on kept the particular focus for an activity clear. However the force weakened after the first term, when one of the teachers left the program. The other teachers found it more difficult to draw from their experience new activities and new strategies to cope with the constant analysis of themes into content areas and so on in this way. The content areas provided little inspiration for their planning. They resorted both conceptually and in practice to traditional content areas and procedures. Themes became entities in themselves and particular cognitive areas were no longer emphasised. This also meant teaching strategies were diffused and evaluation reduced to global, annecdotal comments rather than analytical observation.

Some workshop discussion sessions throughout the second and third terms provided new strategies for implementing the model. In particular the need for teacher observation of children's play and work was confirmed. More observation provided individual and particular assessments of levels of funtioning which enabled planning to continue on a more dynamic basis.

At the beginning of the year the teachers prepared individual record folders to retain examples of each child's work and ongoing observations of the child's cognitive skills and social interactions. Entries soon became largely anecdotal and few plans for action at an individual level were made. A more specifically focussed study sheet was prepared later in the year, based on Kamii's (1973) evaluation model. Beforehand teachers had found it difficult to identify examples of 'stage cues' in the child's ongoing behaviour. This more structured plan enabled them to become more familiar with the types of responses made to particular materials and tasks. Although this was beginning to operate by the end of the year it was still not routinely incorporated. This remains a major task focus for program staff for 1977 (see Form 1).

Specific tasks have been selected from the Kamii material on which to base both teaching activities and evaluation procedures. Her 'Physical Knowledge' category suggests activities similar to Weikart's 'Representation Strategies'. Teachers have gathered together a range of interesting and unusual objects. These are available for exploration and for inspection for specific characteristics. Children are asked to predict their properties and then to test their predictions: will it be heavy or light? Will it bounce? Will it float? For 'Social Knowledge' teachers planned visits to see people and places. They told or read stories and showed pictures of socially/culturally relevant people, places and events. Some of the evaluation suggestions for the 'Logical Knowledge' categories were adopted (for classification and seriation). For any child the level of performance on an evaluation task indicated a new set of goals in that area. For example, the ability to seriate five objects might be followed by tasks with more elements or where the discriminations are finer.

FORM 1 Cognitive Program Profile

NAME: _____

SESSION: _____

SYMBOLIC REPRESENTATION

A. LANGUAGE
   a) task description
      - planning
      - recalling
   b) spontaneous talk
      - vocabulary
      - sentence construction

B. VISUAL
   Representation

C. MECHANICAL
   Construction

COGNITION

A. PHYSICAL KNOWLEDGE

B. SOCIAL KNOWLEDGE

C. LOGICAL KNOWLEDGE

i) Classification

ii) Seriation

iii) Numerical construction

iv) Structuring of space

v) Structuring of time

97

To maintain a viable individual planning and evaluation focus each teacher will have two children per session for observation and evaluation purposes. This will cover all children in the week. Given the planned focus for the week might be 'Time', some indication of each child's performance on the activities should be recorded - could the child understand the task and follow directions? Could items be located within the series correctly? Could the pictures be placed in the correct sequence? Could the child use the words 'yesterday, tomorrow, before, after' appropriately?

The experience of the year also provided information on the general activities which needed little alteration to remain viable and effective. It also identified those which seemed either inappropriate or requiring reconstruction (particularly some almost didactic lessons on number). Some activities also were found to have a much wider application than expected (visits to nearby homes, shops, farms and the city stimulated more interest and were less troublesome than anticipated; regular activities like cooking and house play proved adaptable to many different content areas).

SEQUENCING OF ACTIVITIES

The child's capacity to represent is used as the base for sequencing learning experiences. At first real objects and events provide the experiences for representation. Secondly, at the index level, cues or parts of objects are used for representation. Thirdly, at the symbolic level, representation is in a form that resembles the object. Fourthly, at the sign level, the representation is independent of the object completely and is codified. Each stage is at a more abstract level of operation.

Using this sytem the key experiences can be organised into an appropriate sequence. This is important for developing a teaching strategy. It also has implications for classroom organisation.

The accessibility of real objects and planning for first hand experiences is basic. Areas are located in the classroom which group sets of objects for children to manipulate, explore and experiment with to discover their properties. Experience at the object level preceeds the symbolic. Children's pets are brought to school. An aquarium is prepared for new goldfish. Two guinea pigs are bought from the pet shop. Bugs are collected in jars of different sizes. Experience with the real thing begins each new theme. Later, symbolic representations are encouraged. Pictures are shown, drawings are made, models are constructed and actions mimed.

ASSESSMENT OF COGNITIVE LEVELS - EVALUATION

Kamii's (1971) evaluation scheme for a cognitive pre-school program has been used to assess levels of cognitive functioning (see Cognitive Program Profile, above). Different task situations have been used throughout the year, some more formal than others. Often teachers constructed on the spot tasks to gain further information about a child's level of operation in one of the content areas. While a group of children are playing with modelling clay the teacher may ask a series of questions which probe understanding without disrupting the

activity, e.g., "Can you make a bigger ball? Can you make a smaller ball? Which one of these is the biggest? Which one is smallest? Which is longest? Which is shortest? Which is heaviest? Which is lightest? The cognitive focus for the session, seriation or spatial relations or whatever, provides the teacher with a set for observation, questioning and evaluation. This enables many situations to become useful sources of formative information.

Commercial games and toys are also used. Children's reactions to new materials are observed and re-observed. Some can be used for regular planned activities ("Can this child complete this puzzle this time?") A game that required the use of coloured markers provided a ready made test of colour discrimination, naming and sorting. Some puzzles were used for assessing spatial awareness. New blocks were classified according to shape or seriated according to size. The child's interaction with the materials and responses to teacher probes are recorded.

More formalised tasks were set at the end of a teaching period. After three days group activities focussing on classification of fruits and vegetables children were given some things and asked to classify them freely then according to some criteria. In this way each child's increasing facility and flexibility with a range of materials and over a set of tasks could be studied. Particular tasks could then be set for different children in specific areas.

More generally the Child Observation Record was used twice during the year to describe children's behaviour during the routines of the session and to obtain some information on the quality of social interaction. This record describes the complexity of children's work plans, their persistence at carrying out such plans, the purposefulness of their work, the variety of work time experiences, length of projects, the social variables of dependency and peer interaction and some language variables - verbal recall, pre-reading and communication skills (see Form 2).

Together with the Project-wide measures these methods of evaluation covered the general goals of the program and provided teachers with usable ongoing information for planning and sequencing learning experiences.

TEACHING STRATEGIES AND CLASSROOM PROCEDURES
(after High/Scope's Cognitive Preschool Curriculum, 1974, pp. 7-11)

Apart from identifying appropriate goals and describing a sequence for cognitive development, some general developmental principles can be extracted from Piagetian theory which have particular relevance for early childhood education. The principle of 'self regulation' for learning implies a schooling environment which allows for direct, active experiences with real objects, people and places to visit. It requires ready accessability of materials and tools. It suggests child initiative in planning and working at activities. It needs a supportive, encouraging environment, sufficiently interesting and manageable for children to want and be able to explore.

FORM 2 Child Observation Record - Preschool-Kindergarten

Child's Name_____
Teacher's Name_____

PLANNING TIME

Item 1: Complexity of Plan

1. Child does not make plan . . . . . .
2. Child points or names area, material, or child . . . . . .
3. With a lot of help from teacher, child describes what he is going to do . . . .
4. Without a lot of help from teacher, child describes what he is going to do . . . .
5. With a lot of help from teacher, child describes how he will carry out his plan
6. Without a lot of help from teacher, child describes how he will carry out his plan

WORK TIME

Item 2: Following Initial Plan

1. Child does not follow initial plan . . .
2. Child sometimes starts initial plan. . .
3. Child usually starts initial plan. . . .
4. Child sometimes follows initial plan . .
5. Child usually follows initial plan . . .

Item 3: Purposefulness of Work Time Activity (Rate 1 to 5)

1. Child's activity is usually aimless. . .
2. . . . . .
3. Child's activity is sometimes purposeful
4. . . . . .
5. Child's activity is usually purposeful .

Item 4: Variety of Work Time Experience

1. Child usually repeats previous activities . . . . . .
2. Child sometimes engages in new activities with teacher's help. . . . . .
3. Child sometimes initiates new activities by self. . . . . .
4. Child usually initiates some new activity by self. . . . . .

FORM 2 (Cont'd.)

Item 5: Length of Projects

1. Child only engages in brief projects (less than 10 minutes) . . . . . .
2. Child usually undertakes projects that last for more than 10 minutes. . . . . .
3. Child typically undertakes projects that last for all of work time. . . . . .
4. Child typically undertakes projects that last for one work time but sometimes for more than one work time. . . . . .

Item 6: Spontaneous Representation Using Materials

1. Child engages only in object level play. .
2. Child creates representations usually without detail . . . . . .
3. Child creates representations that sometimes have some detail . . . . . .
4. Child creates representations that usually have some detail . . . . . .
5. Child creates representations that sometimes have great detail. . . . . .
6. Child creates representations that usually have great detail. . . . . .

Item 7: Spontaneous Representation in Dramatic Play

1. Child does not engage in dramatic play . .
2. Child sometimes uses one object to stand for another and/or he uses actions or sounds to pretend to be doing something. .
3. Child sometimes pretends to be someone or something else. . . . . .
4. Child sometimes coordinates role play with another child . . . . . .

RECALLING AND REPRESENTING WORK TIME ACTIVITIES

Item 8: Verbal Recall (Without objects present)

1. Child is unable to recall anything he did.
2. Child sometimes names something he did . .
3. Child usually names something he did . . .
4. Child sometimes provides some detail about what he did. . . . . .
5. Child usually provides some detail about what he did. . . . . .
6. Child sometimes provides great detail about what he did... . . . . .
7. Child usually provides great detail about what he did. . . . . .

FORM 2 (Cont'd.)

Item 9: Representation through Art Media

1. Child does not use art media to represent what he did. . . . . .
2. Child sometimes creates representations but without detail . . . . . .
3. Child usually creates representations but without detail . . . . . .
4. Child sometimes creates representations with some detail . . . . . .
5. Child usually creates representations with some detail. . . . . .
6. Child sometimes creates representations with great detail. . . . . .
7. Child usually creates representations with great detail . . . . . .

SOCIAL DEVELOPMENT

Item 10: Dependence versus Independence (Rate 1 to 5)

1. Child usually needs adult direction. . . .
2. . . . . .
3. Child sometimes needs adult direction. . .
4. . . . . .
5. Child rarely needs adult direction . . . .

Item 11: Peer Interaction

1. Child usually works and plays by himself .
2. Child sometimes interacts with other children but his interaction is not sustained. . . . . .
3. Child sometimes works with other children toward a common goal . . . . . .

LANGUAGE

Item 12: Observing and Describing

How many things can a child say about something he has made, using, or observed?

0. none . . . . . .
1. One. . . . . .
2. two. . . . . .
3. three. . . . . .
4. four or more . . . . . .

FORM 2 (Cont'd.)

Item 13: Writing

1. Child shows no interest in the process of writing. . . . . .
2. Child shows some interest in and understanding of the writing process (watches teacher take dictation, asks teacher to take dictation). . . . . .
3. Child attempts to trace letters and words.
4. Child attempts to copy . . . . . .
5. Child attempts to write. . . . . .

Item 14: Reading

1. Child shows no interest in the process of reading . . . . . .
2. Child shows some interest in reading and understanding of the reading process (listens to teacher read dictation, asks teacher to read dictation) . . . . . .
3. Child communicates using single words. .
4. Child communicates using single phrases and sentences. . . . . .
5. Child communicates fluently. . . . . .

(C) High Scope Educational Research Foundation

Social interaction as well as interaction with materials is important for cognitive development. Group play, activities, sharing equipment and space gives children an opportunity to respond to each other's ideas and behaviour. Coping with other points of view is part of the growth of understanding. Communication skills as part of the process of interaction, develop in a context of negotiation.

These general principles have been used to make decisions about constructing a learning environment and developing teaching strategies.

1. Arranging school space and equipment

- The room is divided into several distinct areas: block, craft, painting, house/kitchen, puzzle, book and quiet area, outdoor area - water, carpentry, climbing, riding.
- Equipment is stored in the area where it is used. Similar items are stored together. Shelves and storage spaces are labelled with pictures, symbols, words.
- Early in the year children are familiarised with the names and content of each area.
- Separate planning boards are located in each area. Children, as part of the routine, plan activities and nominate areas. Planning boards help them decide on an activity and provide an aid for recall in representation time.
- There are display boards in the room at child height, for their use.
- Individual, labelled storage spaces are provided for each child.
- Outside equipment is provided to encourage active manipulation and large muscle movement.
- Many 'real' things are provided for children to explore and use, such as tools, cooking utensils, plants, rocks, shells, grains, fruits, vegetables, insects (in jars) and animals (in cages).
- Throughout the year new equipment is added. For example, at first only some large and small blocks are available. These are added to with different sized and shaped blocks. New toys and puzzles are added from time to time and some old ones removed for a while. New books are constantly added, often with a special 'circle time' introduction. The house area becomes a garage or a hospital or a shop and is rearranged and equipped.

A high level of implementation was achieved according to the High/Scope Implementation Checklist for Room Arrangement (Form 3).

FORM 3

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

Implementation Checklist: Room Arrangement

FEB 1976 LEVEL A

✓ 1. Rows of conventional student desks are absent.

✓ 2. There is no part of the room that is exclusively for adult use, i.e., teacher's desk.

✓ 3. The room is divided into distinct areas, appropriate for individual, small group and total group activities (see Teachers' Guide to Room Arrangement).

Appropriately 4. The room is carpeted.

✓ 5. There is abundant material in the room (see Teachers' Guide to Room Arrangement appendices).

✓ 6. The material is accessible to children, i.e., within reach.

✓ 7. There is adequate storage which is organized and labeled (see Teachers' Guide to Classification).

✓ 8. Furniture and room fixtures are mobile and adaptable to change.

✓ 9. Children's work is displayed.

✓ 10. Children use chalkboards and bulletin boards.

✓ 11. Each child has a place in which to keep his belongings.

✓ 12. Children have open access to classroom tools and materials (i.e., masking tape, stapler, hole punch, paper, pencils, etc.).

✓ 13. Clearly defined learning centers are established in the room, i,e., learning centers have boundaries.

✓ 14. There are small tables distinct from the centers used for planning, representation, evaluation, etc.

LEVEL B

___ 15. Children make choices about the use of materials.

___ 16. Adults talk with and ask children questions about materials in the room.

___ 17. Children talk to children in the centers.

___ 18. Children ask for and receive assistance from each other.

___ 19. Children are actively involved in producing things.

___ 20. Adults are actively involved with children in the centers.

___ 21. Living things in the room are cared for by the children.

___ 22. Several types of learning centers are represented.

Namely:

___ Centers in which children are primarily passive, i.e., listening with head phones, reading, watching T.V. or filmstrips, etc. For example, listening centers, book centers, quiet centers and so forth.

___ Centers which involve children in active manipulation of materials in order to examine relationships (i.e., weighing, measuring, etc.) and/or to discover attributes (i.e., exploring a musical instrument, using a microscope, etc.); where repetitive actions or practice takes place, such as filling and emptying containers, playing the scale on a recorder, etc. No product is generated. An example of this type is a math center.

___ Centers which result in products, in this instance products that can be undone and the materials used again. For example, Legos, clay, blocks, styrofoam, costumes, etc.

___ Centers which result in products where the process involved in generating the product is irreversible. Flour, water, sugar, etc. combine to make cookies. Some examples of this type are, cooking, gardening, constructing, publishing, collecting and organizing data, music making, drama, etc.

LEVEL C

✓ 23. Field trips are planned, taken regularly and ideas encountered are extended in the regular classroom routine.

✓ 24. Centers reflect the interests of the adults and children in the room.

✓ 25. There are signs posted indicating raw materials needed by the group.

✓ 26. There are learning centers outside of the classroom proper. (Although these are makeshift — awaiting development)

✓ 27. Products of children's work are numerous and diverse.

✓ 28. Many activities are ongoing and involve two or more children in a cooperative effort.

✓ 29. Children participate in deciding what materials and tools are needed and develop mechanisms to supply them.

LEVEL D

____ 30. The sophistication of tools exceed those usually found in elementary classrooms (i.e., power tools in the construction area, sewing machines, darkroom equipment, etc.).

____ 31. There is evidence of a regular production (i.e., newspaper, maintaining a math lab for children, dramatic productions, etc.).

✓ 32. There is regular, ongoing involvement in the community.

2. Routine

The routine is consistent from day to day. Some changes in sequence or times within segments were made during the year as children became more able to participate in certain sections. By the third term the routine order and times were fixed. Children learned the routine quickly and operated easily within it.

i) First circle time commenced each session. Many parents had long distances to walk with their young (and sometimes younger) children or were dependent on public transport and so starting times were somewhat irregular. On arrival for the session children were able to wander about the room, often showing something to parents or choosing a puzzle to complete. This time was also used by the teachers to talk briefly with parents about day to day issues and to brief those parents who were staying for the session. The first circle time was merely to bring everyone together to begin.

ii) In small group time children worked in regular groups with an adult on some preplanned curriculum task. Although the Weikart model suggests this time should occur later in the session, after children have had time for their own work, the teachers found this alteration enabled them to preserve their teaching time as they were reluctant to intervene in child initiated activities. They found with group time later they spent too much time gathering children together to talk to them at the same time, or felt they were interfering in something well started, breaking its continuity. After a trial relocation it was decided to retain the revised sequence.

iii) Activity time followed when children were involved in vigorous outdoor or indoor play and games.

iv) Juice and fruit time followed the play time and led into

v) Planning time where teachers explained the various materials and activities especially planned for that day. Children were then helped to make their plans for work time. Several methods were used to assist them to make their plan(s). At first the preliminary identification of an area was sufficient but then children were encouraged to detail plans, to elaborate them in terms of materials and procedures. (Where will you work today? What do you think you will do there? What things will you need to make that? Will you make it by yourself? What did you do yesterday? Did you finish it? What did you use to make it? How could you finish it? Will you need a friend to help you hold things?)

Children take their symbols and hang them on the area planning board. When they finish in that area they can replan and replace their symbol in the new area.

Teachers record children's plans at some times. They track some children each session over the week to follow planning patterns. Later in the year planning strips are introduced. In planning time each child chooses a symbol to indicate the area to be worked in then successively records areas and activities with symbol stickers. This provides a record for assisting recall in the representation time. It is planned to use books later in 1977 to keep the strips and to

enable teachers to write plans with children and for them to be able to represent their work in relation to their plan.

vi) During work time teachers assisted children to complete or elaborate their plans. Particular children were the focus for each session for some of the time. In this way teachers were available to assist when needed but also had some systematic way of observing and interacting with each child.

vii) Recall and representation enabled children to review their plans and discuss their work and to display any products. It was also an opportunity for children to represent their work in some other ways, by drawing or painting, role play, constructing or model making. A child may bring the thing that has just been made or some of the tools used to make it, or may draw a picture of it or talk in some detail about the method or order of its construction. Again teachers aim to develop the level and range of representations. They observe the type of representations made in the course of ongoing activities and plan to elaborate these spontaneous forms especailly through mime or dramatisation, detailed verbal recall and well differentiated graphic forms. Sequencing strategies are implied in the detailed evaluation of the child's abilities to represent in a number of structured situations. An observation checklist prepared by High/Scope has been used to plan and evaluate representational skills (see Form 4). A profile for each child can be drawn which indicates areas the teachers might try to develop. It also serves as a stimulus to ensure regular planning of activities through the levels.

viii) Clean up followed, where children were encouraged to participate in the work, teachers pointing out locations for materials and room arrangements as they cleaned.

ix) Finally, circle time was a general review of the session; a time for stories, games, rhythm songs and dance.

A checklist for evaluating the effectiveness of the implementation of the routine was completed as different aspects were incorporated or properly implemented. A high level of implementation was achieved. (See Form 5)

SUMMARY

There has been considerable growth in the capacity of teachers to implement the model during the year. From a quite confused beginning where almost arbitrary (traditional) selections of materials and procedures were frequent a more systematic and analytic approach has developed. Teachers feel more confident as they are more competent to understand the model and become more familiar with its techniques. The school has been very supportive of the teachers and their early growth. It would seem that in 1977 some expectations for a high level of model implementation will be realised. It can only be through a clear demonstration of the viability of the model that we can expect follow-through interest from the school.

After a high level of implementation has been maintained for some time more general and perhaps the most interesting program questions that Banet poses can be asked:

'To what extent should teachers attempt to use developmental information about children to create opportunities for activities that 'match' for individual children? Under what circumstances is it better to rely on the child to self select activities which are at an optimal degree of intellectual challenge? How should a teacher go about striking a balance between teacher initiated and child initiated activities - a balance among such things as stimulating discovery and problem solving, responding to children's interests, and supporting acquisition of specific concepts, skills and information? When is it appropriate for teachers to select materials, plan activities and intervene in classroom interactions with the deliberate purpose of exercising children's developing operational schemas (comparing, grouping, combining, ordering and relating objects, classes, events and locations)? Under what circumstances can an adult's question stimulate and support cognitive development?' (7)

It is hoped the focus for 1977 will shift from problems of program implementation to program evaluation.

---

(7) Banet, B. (1976) High/Scope Report 1975/6.

FORM 4

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

Implementation Checklist: Daily Routine and Child-Teacher Processes

Daily Routine

LEVEL A

✓ 1. The daily routine is consistent; that is, the sequence of the daily routine remains the same, and the same routine is followed daily.

✓ 2. The daily routine consists of the child process sequence of Plan - Work - Represent and Evaluate that is not interruptable and takes up the greater part of the school day.

✓ 3. No more than 20% of the daily routine consists of teacher directed small group or large group activities. (with notable lapses from time to time)

✓ 4. The daily routine is posted with objects, pictures, and name of the schedule.

✓ 5. The adults use various devices for helping children learn the daily routine, such as planning sheets, planning boards, signals for indicating the beginning and ending of time periods, questioning children about what happens during parts of the day, telling children what part of the routine is next at transition time, etc.

✓ 6. The daily routine serves as a basis for all classroom activities. For example, if a class has planned a field trip, the children would plan, represent and evaluate it; and the field trip itself would comprise the work time. throughout this was sometimes not practical in a half day session

✓ 7. The daily routine encourages the setting of daily and extended long range goals (plans) on the child's part.

LEVEL C

✓ 8. The adults, in interacting with children, are able to relate the cognitive goals (classification, seriation, time and space) to what children are doing.

✓ 9. The teacher is able to incorporate temporal relations into the daily routine. This was developed more during the year

PLANNING TIME:

LEVEL A

_____ 1. The adults plan with small groups of children.

LEVEL B

_____ 2. Approximately 15 - 30 minutes of each PLAN-WORK-REPRESENT-EVALUATE sequence is devoted to planning time.

_____ 3. During the planning time component of the daily routine, children choose their own plan; i.e., they think of what to do and how and where to do it. Their plan is not chosen from a collection of teacher conceived and organized activities.

_____ 4. An adult uses more than one planning format in her class. Thus, children are drawing their plan, typing their plan, dictating their plans, writing their plan, bring an object from the area they are going to work in, etc.

_____ 5. If a child continually plans for the same area or activity, the adults, during planning time, encourage him/her to consider and discuss what other work (projects, activities, products, etc.) he/she would like to become involved in.

_____ 6. An adult knows each child's plan by either reading it or listening to the child tell it or read it.

_____ 7. The adults encourage children to make long term plans or goals that span more than one work time period.

LEVEL C

_____ 8. The adults encourage children (by asking questions) to include in their plans material listings, sequential listing of activities, the number and identity of persons they will work with, etc. to make them more complete.

_____ 9. Adults help or assist children in putting their plans (planning forms) into a book, journal, etc. that is kept over a period of time.

WORK TIME

LEVEL B

_____ 1. More than one-half of each PLAN-WORK-REPRESENT-EVALUATE sequence is devoted to work time.

_____ 2. There is some evidence of an adult checking or referring to a child's plan, such as looking at the child's plan or asking a child what his plan is, if the child has trouble starting his plan or carrying out his plan.

_____ 3. During the work time component of the daily routine children work on the activity, project or product that they had planned for, and the teachers interact with the children as they work on their activity, i.e., children and adults are not in small teacher-directed groups.

_____ 4. During work time all teachers are in the areas and are interacting with children by joining their activity (working with child/children), providing materials, talking to or questioning (convergent and divergent) children about their activities, helping them with their project, and moving about as the occasion calls for. (The adults are not sitting at their desk doing paper work, are not observing or watching children from a distance, and are not absent from the room).

_____ 5. During work time there is evidence of child-child interactions and child-adult interactions.

_____ 6. There is evidence of all children engaging in a wide range of activities.

_____ 7. There is evidence of children making new plans if his/her first plan has been completed.

_____ 8. All children stop work at a clean-up signal which may be a record, bell, or an indication from the teacher.

_____ 9. During clean-up, children classify objects according to their assigned place.

_____ 10. Teachers help children wrap up their work time activities and start the clean-up process by reminding children that it is clean-up time, by helping them put some materials away, by asking or telling a child to pick up or put away an object, etc.

LEVEL C

____ 11. During work time, adults are involved in projects or activities to stimulate children.

____ 12. The teachers encourage children to extend their plans or work time activities and to make long range plans (2 or more days) by asking them to think about what else could be done with their product or project.

____ 13. The teachers encourage children to consider various perspectives and solutions to an issue or problem they may encounter during their work time activity. For example, if a child needs a specific kind of material that is not available, could he/she make do with something else?

REPRESENTATION TIME

LEVEL B

____ 1. Approximately one-fourth of each PLAN-WORK-REPRESENT-EVALUATE sequence is devoted to representation and evaluation time with the majority of this time being representation.

____ 2. During the representation component of the daily routine, children represent through drawing, writing, graphing, modeling clay, pantomiming, etc. their work time experience.

____ 3. Children in the classroom are representing in more than one way, i.e., some children are using clays, others drawing pictures, some are writing, pantomiming, graphing, etc.

____ 4. Teachers incorporate language arts into representation time by having children read, dictate, copy, write, sound out words, use resource books, dictionaries, add new vocabulary to their dictionaries, etc.

EVALUATION TIME

LEVEL A

_____ 1. The teacher evaluates with a small group of children.

LEVEL B

_____ 2. Children start evaluation by first reading or reviewing their plan and then reading or showing and/or telling about their representation.

_____ 3. Teachers encourage children to listen to other children as they evaluate, and to make comments to, or ask questions of, the child evaluating about his story, project, activity, etc.

_____ 4. Teachers ask questions and/or make positive comments regarding each child's representation.

LEVEL C

_____ 5. Teachers encourage children to think about preplanning as a result of their work time activities and their evaluation.

GROUP TIME

LEVEL B

_____ 1. Small group activity is teacher initiated and is basically instructional with the teacher providing experiences which introduce, reinforce or review new concepts, materials, and/or activities.

_____ 2. Large group activities are teacher initiated and might include singing, learning new songs, large motor activities such as dancing, exercising, etc.

_____ 3. During group time children participate verbally with adults and peers, and interact with materials, i.e., they do not just sit or answer questions from the teacher.

LEVEL C

_____ 4. Small group activities are both teacher-initiated and child-initiated. Teachers are still providing experiences which introduce, reinforce, or review new concepts, materials and/or activities. Other small group time activities are less instructional with children reading books of their choice or with one child explaining to his peers how to compute batting averages (math small group time), etc.

_____ 5. Large group activities are child-initiated and might include children teaching the class new songs or a new dance, children performing in some manner (puppet shows, musicales, etc.), etc.

FORM 5

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

Implementation Checklist: Language

LEVEL A

_____ 1. Children in the classroom are involved in the writing process, namely, dictating, tracing copying, labeling or writing, creative writing.

_____ 2. There is a consistent time during the day when children are involved in the writing process.

_____ 3. Children are involved in reading their own written materials, i.e., their plans, experience stories, reports about a field trip or a story they have read, or make-believe stories.

_____ 4. There is a consistent time during the day when children are involved in reading their own materials.

_____ 5. There are interest centers in the classroom that provide stimulus for language experiences at both the verbal and written levels, such as, bookmaking center, quiet area, reading center, etc.

_____ 6. There is equipment in the room that encourages listening to language, i.e., cassettes with read-along books, records, etc.

_____ 7. During all parts of the day, the teacher interacts verbally with children.

_____ 8. During all parts of the day, the teacher encourages children to express ideas in their own words, i.e., verbalizing their choices and observations, talking about their experiences and work, describing people, events, objects and relations, talking about books they have read, commenting on their own or other children's written stories, telling or retelling stories they have read.

LEVEL B

Language is incorporated into planning time in the following ways:

_____ 9. Children describe, dictate, trace, copy or write their plans.

____ 10. Children name or label objects to be used or name and label persons they will work with.

Language is incorporated into work time on the verbal level in the following ways:

____ 11. Children describe their activities to adults and/or peers.

____ 12. Children talk to their peers in a cooperative manner.

____ 13. Teachers interact with children by questioning them or conversing with them about their activity.

____ 14. Language is incorporated during work time on the written level, e.g., children are making books, representing upon completion of an activity, using printer sets, typing, or copy-typing, using cut-out letters to make words, etc.

____ 15. Different levels of the writing process are observable during representation time. For example, children are dictating, copying, tracing, or writing about their work time experiences.

____ 16. The language processes are incorporated into evaluation time on the verbal level. For example, children are telling what they did, reading their stories; teachers are asking questions of students, reading along with students, etc.

____ 17. Approximately 15 minutes of group time is devoted to language activities.

____ 18. Language is incorporated into group time, e.g., children are reading similar or different materials to the teacher, children are reading silently, teacher or a child is reading poetry or a story to a group, adults are questioning children about what they have read, etc.

____ 19. Language is incorporated into circle time, e.g., children are reading or repeating words of songs, listening to or reading directions for a dance or group activity, identifying rhyming words in songs, poetry or nonsense verse, watching a play, etc.

____ 20. During the day the teaching team uses a checklist for recording what books and language games individual children are reading or using.

LEVEL C

_____ 21. During planning time children sound out unfamiliar words with teachers.

_____ 22. During planning time children keep a word bank or dictionary.

_____ 23. During work time adults join in the verbal interactions of children in a role play or group situation, i.e., she becomes a role playing member or a participant in a game or group situation.

_____ 24. During work time children read directions in problem solving situations, i.e., reading and following directions for constructing, sewing, cooking, etc.

_____ 25. During work time children initiate writing activities, e.g., children are writing plays, stories, letters; writing newsletters, keeping descriptive records of their projects as they complete them, etc.

_____ 26. During representation time children are writing make-believe stories, keeping journals of long-term projects, or showing variety or creativity in reporting, i.e., graphing experience stories in sequence, writing in third person, cartooning, group reporting, etc.

_____ 27. Teachers help children develop language skills during representation time, i.e., they help children repeat words as they are written, let beginning writers write individual words they know as they come up in dictation, encourage children to use word banks, dictionaries or word lists to spell words, encourage proper use of punctuation marks, periods, and capital letters, help children to blend sounds of consonants and vowels for spelling words, etc.

_____ 28. During evaluation time language skills are incorporated by children reading other children's stories, having children sound out unfamiliar words, having teachers calling children's attention to grammar as children read (frequent use of "I" and "and then"), etc.

_____ 29. Language skills are incorporated into evaluation time on the written level, e.g., children attend to spacing between letters and words, to punctuation, children correct misspelled or omitted words as they read and as the teacher notices them.

_____ 30. During group time language skills are incorporated on an individual level, e.g., phonics help is given when needed; reading for comprehension or recall or making inferences are stressed, children decipher unknown words by pictorial or context clues, children read to one another, etc.

_____ 31. During group time language skills are incorporated on a group basis, e.g., phonics help is given when needed; reading for comprehension or recall or making inferences are stressed, children decipher unknown words by pictorial or context clues, children read to one another, etc.

_____ 32. During circle time language skills are incorporated, e.g., children make up words for use in reviewing a class experience or field trip, children decipher unknown words in songs by sounding out letters, children give plays or shows, etc.

_____ 33. During the day the teaching team uses one of the following checklists to record observations and to evaluate children's language skill development; Phonics, punctuation or grammar.

LEVEL D

_____ 34. Field trips are taken regularly and ideas are extended in written and verbal expressions in the classroom.

_____ 35. There is evidence of a regular production (i.e., classroom newspaper, plays written for performance, record keeping in animal care, letter writing, writing or copying words of songs for class song book, etc.)

_____ 36. The teaching team spends time regularly to assess individual child's progress in reading and writing skills.

HOME BASE PROGRAM

ORIGINS OF THE PROGRAM

The concept of a non-sessional home-based pre-school as a form of compensatory intervention is one which has seen the development of programs ranging from Home-start to television programs such as Sesame Street. Some of these have been undertaken by health and welfare organisations which have sought to raise living standards and thus remove some of the environmental restraints on children from participating in the learning process. Others, whether by the provision of materials, or teaching, or both, have focused on basic skills related to pre-reading, pre-number and language.

The selection of the Mt. Druitt Housing Commission Estate as the site for the Project pre-structured the situation to the degree that all families are admitted on the basis of need; that is, they meet certain eligibility requirements based on minimal income levels. While this economic criterion establishes a basic homogeneity among the population, the growth of the area over a period of eight years means that changing economic conditions have in turn affected the conditions of entry and the styles of applicants for housing. Consequently, although economic need has been and still is regarded as the priority for admission to Housing Commission homes, the range of need styles that have developed is almost infinite.

Shortly after the program's inception in September 1975, a number of case studies of families who desired their children to be enrolled in Home Base were submitted to the Standing Committee of the Mt. Druitt Project. This meeting established the relevance of other kinds of needs than the socio-economic, for admission to a pre-school program. Some of the new need categories had socio-economic concomitants, but the emphasis seemed to be shifting to impairment in family resources of all kinds and in family relationships. Unemployment of the father, mother's ill health, large family size, school centred anxiety, problems in child management, specific health problems of children and marital distress, were among the need factors mentioned. Sometimes the symptom present in the child, for instance language immaturity, timidity, aggression or ill health, were seen as evidence of wider family needs.

In accepting these needs teachers were not expected to provide direct therapy, but to be able to assess any impairment to the child's physical, social and intellectual development, and to focus their assistance in these areas. It was conceded that such help could only be effective if at the same time parental anxiety could be reduced or, more powerfully in terms of future development, parent effectiveness could be enhanced. Thus the child's deficit came to be associated with varying levels of problems in parenting skills. Over time the objectives of the Home-based program with its concentration on presenting behaviours, were classified.

Quite clearly, the relevance of knowledge of community resources of all kinds, and the need for some diagnostic skills became evident. Teachers who had already been involved in the orientation course at Macquarie

University had experience in collecting information about resources of Government departments and major organisations in the area, but more was needed. Direct experience in the use of resources, in the interpretation of functions of organisations and their limitations, and actual participation in some of the activities of specialised agencies, was considered essential.

The role of the Home-base teacher in 1975 became thus to be viewed as an adjunct to the work of the sessional pre-school teachers in the four pre-schools in which they were based. Consequently the community, the teachers and professional personnel came to regard the Home-base teachers as additional resources, and often as trouble shooters as problems arose in the ordinary pre-school setting.

DEVELOPMENTAL CONSTRAINTS

However, such a development, no matter how successful, would not satisfy the objectives of the Mt. Druitt Pre-school Project which sought to study the effects on different kinds of children, of different styles of pre-school intervention.

Another alternative might have fitted the research model, and also met the stated needs of the Mt. Druitt mothers, had it been possible to reduce the age of the enrolling child. Once parental involvement and change are conceded to be the focus of intervention, then clearly, the younger the child the greater the possibility or probability of positive long term result. Although a different age category would have formed the treatment group (as compared with sessional pre-schools), long term results could have been observed in the same fashion as for the pre-school age group. In addition, interesting research possibilities would have included comparisons of children who had any of these sequential educational experiences:

Home Base	Pre-school	Infants	Primary
Home Base	.....	Infants	Primary
.....	Pre-school	Infants	Primary
.....		Infants	Primary

Such interesting combinations of variables were precluded by Government policy which required that all enrolled children should attain the minimum age of three years nine months.

1976 DEVELOPMENTS

Accordingly, in April 1976 the program moved to Bidwill, a new suburb of Mt. Druitt, where not other pre-school facilities existed. Parents were invited to attend a public meeting at the primary school to discuss a new form of pre-school which would be available for their children. Initial response was good, some fifty or so parents attending the meeting and all expressed interest in the Project, although they indicated that their first preference would have been sessional pre-school.

Reasons given for enrolment were that children needed the socialising experience of mixing with others, and there was some reference also to

the need felt by many mothers to have relief from the constant demands of their three and four year old children. Mothers generally did not express this need when speaking of children less than three years of age. Reference to the Parent Interview (see p. 201) sheds some light on the relative importance of these preferences, but in the case of Bidwill mothers, the interview was not conducted until the middle of the year and was therefore contaminated by some months of incorporation in the Home-base program. The chief consequence of the expressed preferences was the attempt made to incorporate group activities into the program without altering its essential one-to-one family/teacher relationship. This meant that parents and their children come together for regular combined play situations.

PARENTAL ATTITUDES

When the Parent Interview was administered by the teachers in June and July 1976 the rank order of preferences for categories of expectations was as described in Table 3.

In Table 4 figures in brackets represent rank order of these expectations among mothers of children enrolled in the sessional pre-schools. Obedience training carries the highest significance for both groups, but differences exist in ordering of a number of other values. Learning to speak clearly, to be less careless with toys, to make things, to play imaginatively, to play with older children or adults, may be concerns which are more evident in the family situation where the child is the focus of attention of two adults, mother and teacher. In addition, Home-base mothers rate more highly such skills as counting, drawing, naming shapes, and this may reflect activities which these mothers had already shared with the teacher and their child.

Lower emphasis is placed by Home-base mothers upon items which may carry greater significance for group activities, especially where the child has to function autonomously as in "Approach adults easily", "To use lots of words", "To ask questions", "To explain things", and "To get attention the right way". While the categories were derived from numerous sources (see p. 201), an open question was also provided, viz. - "As a parent, what would you say were the most important things pre-school should do for your child?" Perhaps because the interview was administered by teachers untrained in interviewing or research techniques, this question was largely ignored by the mothers in favour of the specific categories of skills provided. The few who did respond to the open-ended question expressed the following expectations:

1. Preparation for school experiences (social, environmental and cognitive).
2. Enjoyment of school.
3. Learning to learn.
4. Learning basic skills.
5. Being able to play with children of their own age.
6. Stop other children taking advantage of him.
7. Learn to keep things tidy and put away.

In sum, although mothers did not know what to expect from a Home-base pre-school, they expressed many of the same concerns for their children as did mothers of sessional pre-schoolers. The differences seemed to be related to two factors: 1) the time lapse between the two sets of interviews and 2) the context of the learning process.

TABLE 4 Rank Order of Pre-school Expectations by Home-base Parents

Rank order	Rank order
1. To obey instructions (1)	26. To be less disruptive (31)
2. To count (14)	26. To understand about time (23)
3. To speak clearly (7)	26. To approach adults easily (18)
3. To join with others in using things (toys) (9)	26. To say rhymes (27)
5. To play with other children (2)	26. To catch things (balls) (41)
6. To name colours (9)	26. To explain things (18)
6. To cope with frustration (3)	32. To use the toilet (38)
8. To cope with parent's absence (6)	32. To sort things into groups (35)
9. To draw (15)	32. To know how things should be (23)
9. To write words (4)	35. To get attention the right way (18)
9. To name shapes (22)	36. To organise own play (games) (31)
12. To be less careless with toys (30)	36. To feed self (47)
13. To know what things are for (18)	36. To be interested in collecting things (34)
13. To be less shy (17)	36. To dress self (42)
13. To know left from right (15)	40. To retell stories (33)
13. To share toys (13)	40. To name parts of the body (42)
17. To be less argumentative (7)	40. To be more helpful (23)
17. To use lots of words (5)	43. To make up own stories (47)
17. To make things (23)	43. To play make-believe games (38)
20. To concentrate on things (9)	45. To do things own way (38)
20. To ask questions (9)	46. To sing (36)
20. To be less anxious (27)	46. To balance (45)
20. To be interested in playing imaginatively with things (36)	48. To run (49)
20. To be interested in stories (27)	49. To play alone (42)
25. To play with older children or adults (45)	49. To climb (50).

Both sets of interviews reflected the mothers' concern with social conformity and acceptability.

TEACHERS' PERCEPTIONS OF PARENTS AND CHILDREN ENROLLED IN HOME-BASE

From the program's inception teachers were asked to record their subjective impressions of parents and children who enrolled in the Home-base program. It was intended to modify and elaborate the original categories of perceptions and this in fact occurred during the development of TOPC which is described in greater detail elsewhere (see p. 204). The picture which emerged from these early observations is represented in part in Table 5. In addition there were two other categories of observation which were recorded with less confidence by teachers, as evidenced by their many omissions. Most observations were positive and reflected the social conformity aspirations also revealed by the Parent Interview already mentioned. In addition, they paint a picture of low levels of initiative and participation in problem solving.

The majority of the children were considered to be co-operative with the teacher, and there were few extremely low or high scorers in attention seeking. About 70% of the children appeared confident and receptive to the teachers' efforts. Only about 30% were considered to be moderately withdrawn or shy. Less than half of the children were curious or had an enquiring manner.

During the teachers' visits the majority of children co-operated with their mothers; few appeared to be more than moderately dependant on or to behave aggressively to their mothers.

Crude as these observations were, they reflect the same emphasis as the Parent Interview (see p. 201). There is little evidence of initiative, curiosity or ambition being highly regarded, but reinforcement for socially conforming behavioural expectations was stressed. This was also in accord with impressions gleaned from social workers and other occupational groups working, but not living, in Mt. Druitt. The evidence did not suggest satisfaction with one's lot in life; rather it suggested negative expectations of success, avoidance of social confrontation, and acceptance of "middle class" values as perceived via the media.

TEACHERS' PERCEPTIONS OF THEIR ROLES

The responsibility of interpreting program goals to parents and implementing them by means of common activities lies with the teacher whose work with thirteen to fifteen families is based on her own perceptions of needs and opportunities for change. Different teaching styles were apparent from the beginning of 1976. Due to staff turnover only one of the original teachers remained, one who was so identified with the goals of Home-base, goals which she had helped to formulate as objectives, that she worked directly with parents from the beginning. Without this early orientation new appointees tended to plan their individual family curricula around a chosen activity for each week, usually a developmental activity geared to the age and readiness of the individual child. Often the mother did not participate at all and sometimes chose to remove herself from the scene in order to get some

TABLE 5 Teacher Impressions of Mt. Druitt Mothers

a) Parent to teacher:

Dimension	Percentage ratings on dimension from low to high					
Level	(Low) 1	2	3	4	5	(High)
Trustful	0	8	28	34	30	
Motivated to learn	6	6	32	40	16	
Anxious about child	8	38	16	26	12	
Generally anxious	18	28	18	20	16	
Verbally active	2	12	14	40	32	
Made suggestions	18	40	30	10	2	
Identified problems	14	36	36	14	0	

b) Parent to child:

Dimension	Percentage ratings on dimension from low to high					
Level	(Low) 1	2	3	4	5	(High)
Authoritative	6	18	20	34	22	
Aggressive	48	30	14	4	4	
Physically attentive	6	20	16	46	12	
Supportive	10	18	22	40	10	
Questioning	24	26	24	24	20	
Receptive	10	16	22	40	12	
Interested	4	10	10	40	30	
Passive	18	38	20	16	8	
Restrictive	10	42	10	28	10	

housework done without interruption. The teachers were conscious of the need to involve the mothers and felt that they had not stated the goals clearly enough at the time of the child's enrolment. Once the expectation had been established they felt it was difficult to alter. Consequently, they are determined to avoid this error in 1977 by making more definite policy statements to each mother. It was interesting that these explanations, and the descriptions of the week by week goal related activities which were written at the time, reflect a lack of certainty about their roles, and a lack of confidence in their abilities to reach parents in any meaningful, lasting way. Fortunately, this uncertainty was matched by a desire to adopt to the needs of the job, and an increasingly critical perception of the effectiveness or otherwise of many of their visits. Some examples from teachers' records indicate not only differences in styles, but also changes in teacher attitudes during the year:

"When I first started here I had very unsure feelings about what I was letting myself in for and what I was required to do."

"Many people warned me about the area's reputation and what working in it might involve."

"On my first visit I took a toy so that I could talk to the Mum and get to know her and talk about the child."

"When I accepted the job I felt excitement at the possibilities of such a program ... as I see it many children's problems on starting school go back to the family background."

"After ten years of teaching it was a difficult transition. Even just walking up the path to the door of a home on one's own, the person with the resources and knowledge. What questions? What's expected of me? Knowing the difference between using methods and explaining whay ... I found I spent too much time with the child and it was then rather difficult to cut off some child time to spend it talking with mother."

"Sometimes I question the teacher's right to change others."

"Theory and practice are two different things. It's OK for me to visit one hour per week with grand ideas. Mother has to cope seven days a week with many conflicting influences."

"When I started visits, the ones with the obvious problems were easier. The one very able Mum made me feel uncomfortable, as if she wanted me to prove myself and my reasons for being there."

"Mid-year it looked a bit hopeless. Parents were stuck in their ways, and working with new babies seemed the only way to break the cycle ... towards the end of the year self-motivated mothers were sticking strongly with the program."

"Some visits mother follows the teacher's model so closely it's frightening."

THE LESSON

Similar uncertainties were expressed in weekly lesson objectives. Planning for each home visit required the teacher to link the lessons not merely in terms of a conceptual hierarchy, or taxonomy of skills, but also within patterns of family relations and the mother's

preparedness to work along with the teacher. According to overall program goals each family was to have a curriculum tailored not only to its needs but to parental values or priorities. Since it was quite clear tha a teacher could not always accept a parental goal as either positive or developmental for the child, substitution of a "hidden curriculum" based on the teachers' professional knowledge and attitudes created problems of trust, acceptance and credibility, as well as communication in some instances. Also teachers felt "trapped" in their own expertise and could not translate this into objectives which were meaningful to the mother.

When asked to compile a list of typical lesson objectives, teachers limited themselves to three general categories:

1. Pre-school academic and developmental skill areas

   knowing colours
   classifying
   seriating
   number
   gross and fine motor skill
   two-hand co-ordination, etc.

2. Conceptual domains

   natural science
   social studies
   arts and crafts

3. Personal development

   self concept
   emotional development
   memory training

In practice, the categories of objectives were much more complex.

During the development of the evaluation instrument "Teacher Observations of Parents and Children" (hereafter called TOPC), teachers experimented with a form of home visit record which was intended to be much more specific than their regular weekly record sheets, and more detailed. It was intended that this instrument would provide an atmospheric record of individual teacher's visits with each family at regular intervals, e.g., once per month, and would have greater communality than existing records due to the carefully defined categories of observation. TOPC also has an open section on the goal structure of the visit and the materials taken. When, after three months of trialling, eighty such records were collected for statistical treatment, an analysis of the objectives recorded yielded the following categories:

A. Personal Interaction

   1. Involvement of mother
   2. Mother's provision of activity or materials
   3. Discussion (of a specific problem) with mother
   4. Enjoyment with mother
   5. Behavioural management

B. Social Activity

6. Sharing (toys, games)
7. Participation in domestic task
8. Shopping activity, real or play-acting
9. Conversation

C. Personal Development

10. Curiosity
11. Independence
12. Self-management
14. Self-esteem
15. Self-expression, creativity
16. Attention or concentration

D. Language

17. Speech articulation and vocabulary
18. Telling a story or reading
19. Dramatic play and fantasy
20. Singing and rhyming
21. Listening
22. Question and answer

E. Logical Activity

23. Problem solving
24. Classification
25. Seriation
26. Awareness of same and different
27. Flexibility of classification
28. Cause-effect relations

F. Skills

29. Fine motor
30. Gross motor
31. Sensory-perceptual discrimination
32. Co-ordination
33. Number
34. Colour recognition
35. Shape recognition
36. Drawing/painting
37. Constructing

G. Knowledge

38. The world around the family
39. Science
40. Important names (colours, shapes and prepositions) for specific use.

A frequency tally indicated that the teachers had the following preferences for goal selections overall:

Rank order

1. Involvement of mother
2. Problem solving
3. Speech articulation and vocabulary
4. Classification
5. Modelling for mother
6. Perceptual discrimination
6. Mother's provision of activity
8. Shopping activities
9. Construction
10. Independence
10. Creativity
10. Fine motor development
10. Number
10. Social conversation
10. The world (environment) around the family

If these are looked at separately as first order, second order, and third order objectives for the lesson (each TOPC record allows three choices), it is interesting that specific learning areas are more often nominated first (classifying, speech, perceptions), whereas maternal involvement is likely to be cited second or third on the list. This is true also of problem solving which is stated most often in the third position. It seems that teachers perceive their teaching focus as a means towards increased parent participation, or enhanced capacity for solving problems in the child. The difficulty of relating short term and long term goals is one of which the teachers are always aware, and is frequently discussed at weekly staff learning sessions where teachers exchange ideas and report on progress. The difficulty seems to be that the environment in the home cannot be ordered or structured by the teacher in the way that the classroom can be organised. It is the parent's own province and everything depends on the degree of her commitment at each step of the lesson. Not only does the activity and its objectives need to have relevance for her, but the working out of the problems or the course of the activity must be in accord with her capacity to comprehend and affirm the direction events are taking. She may, for instance, wish to have a child who is less dependant upon her and more capable of negotiating with his peers. If the teacher's attempts to help her reach this goal involve any reduction in her control over the child at any given time, she may feel threatened or become resentful. Even where there is less likelihood of an emotional response difficulties may arise. Mothers find it difficult to inhibit corrective responses to immature speech forms, even when such attention is simply reinforcing the speech behaviour, or to allow divergent responses unless the situation clearly permits this (e.g., in fantasy play). The teacher has to bear in mind that she has two "pupils" who represent an interactive unit. If, in a simple analogy, a tutor's one-to-one task could be expressed as an additive function, the Home-base teachers' task could be described as expressing a multiplicative function. The implications of each situation which arises during the home visit must be seen from two viewpoints at once and as one, because their separate consideration would be non-pragmatic.

It is not an insuperable problem, and a reader of each teacher's case records of the year becomes aware of the increasing relatedness between long and short term objectives, between last week's "problems identified" and the ensuing week's objectives. The records also reflect that task or activity choice has ceased to dominate the lesson; in most cases the task, or perhaps any task, serves as the vehicle for different kinds of interactions. This makes it possible for a teacher to alter course at the need of the parent or child, without feeling at a loss. In a few family environments there is a pooling of resources. At this point education ceases to be compensatory.

PROGRAM EVALUATION

Program evaluation incorporated two viewpoints -

1) The first saw the program developed and instruments developed to test whether the program is being implemented and how effective it is in achieving pre-determined goals.

2) The second evaluation component focused on surveys and specific diagnostic assessments developing a hypothetical model based on needs.

Here evaluation is built in to assess the relationships between needs, goals and achievements. Adjustments to the original program have been reported previously, but there will continue to be modifications based on feedback from evaluation procedures because the model has a diagnostic orientation. This means that the evaluation instruments have been developed and will continue to be modified, to assist the teachers in acquiring information on which to plan their curricula and not only to assess the workability of the program itself.

Because of the peculiar nature of the program when compared with sessional pre-schools, instruments which are useful for assessing growth and change in a pre-school are often quite inappropriate. Instruments have been adapted for use in the home setting, or have been redesigned for the program's special needs. The problem of objectivity is of considerable concern. Teachers are aware that they are biased in their observations during their home visits, but they are critical of the validity of using "independent observers" because of the intimate nature of lessons and the shift in dynamics when other persons are present, even if such persons are well known to the families concerned. Some compromise is necessary. Teachers have needed training in research procedures at the level of data collection, using standardised protocols and acquiring habits of careful recording. In addition, other personnel, such as the program advisor, are involved in assessment procedures in the home, and their observations help to offset teacher bias.

When the teacher can look at data with her colleagues and advisor it is more likely that patterns of interaction can be seen and that the need for shifts in teaching emphasis can be indicated with greater certainty. Quite often teachers are puzzled about lack of acceptance by the mother, or lack of improvement in spite of verbal complaince. Often it is not clear that the mother is in need of reinforcement from the teacher before she can alter her response patterns to her child. Many mothers have experienced little success in their own school lives or in parenthood, and cannot be expected to respond directly to the

model provided by the teacher. One withdrawal from the program was explained by the mother in this way: "I enjoyed F's (teacher) visits and Kay always looked forward to them too. She never behaved as well for me as she did for F when I tried to get her to do things. But after F had gone each week Kay was so restless I felt worse than before. I just wanted to be able to stop fighting with her all the time. I think it's better for me not to bother with Home Base, and then I can go out with my friend in her car without worrying about what day of the week it is." (A reference to the fact that she had several times been out when the teacher called for the lesson). The teacher had not been aware of the mother's needs or her resentment, although she had been concerned about the lack of commitment by the mother to the program. If left to chance such errors of judgement can be multiplied many times. Systematic evaluation can help to prevent some of these miscommunications.

SETTLING IN TO BIDWILL, A COMMUNITY INVOLVEMENT SCHOOL

The Principal, Mistress and staff gave every encouragement to the program which was now to be part of their school administration. However, the reality of the everyday pressures on school teachers, and their limited time for dissemination of new ideas, together with a certain reluctance on the part of Home-base teachers still adjusting to the demands of their new roles, resulted in the isolation of the pre-school from the mainstream of school events, an isolation which was exaggerated by the fact that programming was not the responsibility of the school. Acceptance existed to the degree that program staff were left to their own devices unless they asked for help specifically. Within the school setting there were additional reasons for separation, due to the placement of the demountable units provided for Home-base.

From the beginning assistance was always available if Home-base required messages to be sent to homes via older school children or through the Bidwill Newsletter which was delivered to every home in the area. Publicity for public meetings and film days was achieved in this way. At the beginning attendance at meetings was excellent. Any additional numbers would have strained the physical resources, since this is a temporary school and all of the buildings are demountable ones. There is no community room as such, meetings being held in a classroom set aside for resource purposes. It is possible to seat about forty people comfortably there, to darken the room for film showing, and to provide tea or coffee with some difficulty, from a tiny rarely used and ill-equipped "kitchen".

At first the film days, which occurred about three times a term, were seen to be a Home-base concern, by the rest of the school, although invitations were channelled through the whole Infants Department. Without the assistance of Health Commission staff it would have been impossible to run them, because they put a heavy burden on the Home-base teachers who organised the child minding and group activities, in an equally limited physical setting, another classroom without water supply or toilets, and with toys from the toy library and the Home-base resources. Teachers spent a lot of time preparing for these occasions in order to ensure that they were not only an educative experience for mothers, but were enjoyable social experiences for any child who accompanied his mother and was prepared to be separated from her. At times teachers organised activities for as many as fifty children

ranging in age from babies of two or three months to five years old, in one room. They had the assistance of High School students from Shalvey High School, volunteers from courses in Personal Development, who were seeking practical experiences to complement theoretical and less concrete course presentations. Further descriptions of the interaction between schools and community is provided elsewhere in this report, at a general project level. Home-base development was different from the remainder for several reasons:

1) Teachers were already tuned in to the importance of discussion and involvement with parents.

2) High school students were prepared in advance for the experience either by showing them the film in advance, or by giving them opportunities for observation tasks and to raise issues before and after the sessions. They had the choice also of joining in discussion with parents, or with involving themselves with the children. Co-operation with Shalvey high school was excellent and more interaction was desired on both sides, but the nature of the Home-base Program made this more difficult to implement than in other programs where group activities were available for observation daily, if such was desired.

3) Teachers had to disrupt their regular weekly commitments to Home-base families in order to accommodate to the additional demands of this community activity.

More emphasis is desired on the involvement of the rest of the school, and this seems to be happening gradually. Unfortunately, once the school staff had taken responsibility for increasing the initial impetus that had been developed, the attendance rate had already dropped off. The likelihood that each school in the Project develops its own distinct style of community interaction seems imminent and desirable. Home-base teachers themselves wish to implement community involvement in ways more feasible to them, but would still appreciate the school assistance provided in the larger endeavours. Other more general activities could well be undertaken by the school without requiring the heavy commitment of Home-base, and these have been mooted.

GROUP ACTIVITIES

These were arranged for small groups of families enrolled in the program. Their purpose was in part to meet the expressed need of the mothers for peer group activities for their children, but also to allow mothers to meet and exchange ideas about child management and other problem areas, in a supportive environment. No didactic purpose existed and it was hoped that mothers would seek and acquire autonomy in handling this situation.

Two styles of meeting were attempted, and for both play activities were set up to allow children free choice of working alone or in groups, with or without mother. Few of the families know one another at the start of the project, but friendship groups did develop out of it especially amongst mothers who had to travel long distances and sought help from one another in arranging transport.

One type of group involved two teachers with their respective families. Because they had had no experience of working in the team situation they did not use their combined resources well and families tended to group with their own teacher (this issue has been the subject of staff discussions).

The other type developed from single teacher efforts, later complemented by assistance from the program advisor who undertook to have tea with the mothers at a given point, freeing them from the children who were involved in activities with the teacher and allowing the mothers to talk about and compare their experiences with their children. Interesting incidents arose when children demanded attention or were involved in conflict with one another; these provided talking points for the mothers, with the offering of advice by mothers whose children were not starring in that particular incident.

This was one teacher's impressions of the group activities:

> "I held the group weekly for a term, the mothers having said, after the first group that they would like it once a week. However, as the attendance gradually dwindled to about three families it became clear that they did not actually want to attend every week, but to know it was there weekly so that they could come when they were able (or wanted to). I think if you wanted to make groups a requirement of Home-base, you could get attendance fairly easily by having the mothers feel that they were expected to offer an explanation for non-attendance. However, this year I had purposely not taken that position, wanting to see whether this was the sort of thing which provided its own motivation. Next year I might take the other attitude as it seems that the mothers who stand to benefit most, attend least. For the last few weeks I joined with S (another teacher) and we held the group every second week. Apart from higher attendance, it left one teacher free to run a mother's discussion group."

Hence it can be seen that teachers have learned to work as a team and to develop their skills in different ways.

The most successful group had thus set a model which focused on the mothers' need and right to have a group of their own, and to incorporate the group learnings into the week by week home visiting context. The teacher quoted above was selecting the model and attempting to implement it herself. This direction seems to be the most productive one for future community endeavour by Home-base teachers. It will be possible to incorporate both high school students and other mothers into some of the group activities, once they are firmly established with Home-base families.

THE TOY LIBRARY

This was a feature of Home-base planning from the beginning when the teachers were based on the sessional schools. At this stage funding allowed only basic purchases and one teacher, who became very involved in the exploration and exploitation of community resources, obtained the co-operation of High School students in making wooden toys during class time. Toys were also collected from families whose children had outgrown them. Timber yard offcuts and disposal items

from local stores were also put into use. Local clubs and associations were approached, with varying degrees of success. Since the removal of all Home-base staff to Bidwill additional funds have been allocated for use in purchasing toys which are available to Home-base families, but also to any family in the Bidwill area. Staff absence from site, due to home visits, necessitated the opening of the Library only once per week, to the public. A simple system of cataloguing was worked out; this was intended to serve the dual purpose of providing information for mothers about the uses and suitability of a toy for children of different ages, and to keep track of the toy when it was borrowed. An earlier ambitious attempt to record additional information on tapes was abandoned.

Attendance was at first excellent, and seemed to serve a social need as well as providing activities for children without cost. A decision was made at school to charge 20 cents per week to defray losses and damages, and this appeared to reduce the numbers of borrowers. It had been thought that it might alleviate the guilt felt by some mothers who were afraid to return if they had lost a toy, but this proved not to be the case.

New plans are afoot for 1977 involving publicity, a review of the cost decision, the spending of money on a larger variety of toys, rather than keeping up supplies of basic educational toys only, and the greater involvement of the library in the ordinary daily contacts between teachers at all levels, and parents.

Ideally the answer would appear for the parents to assume the day by day running of the toy library.

PART C

EVALUATION

EVALUATION PROCEDURES

INTRODUCTION

The evaluation model used in the Project is a decision-making one which has been described in detail elsewhere(8).It is important to restate our position because the decision-making model necessitates the organisation of evaluation activities in a way which may be considered different from the more traditional approaches followed in educational research. For example, the questions that the Project is trying to answer are largely determined by the educational administrators, both at the State and local levels, who will be responsible for the subsequent maintenance of the changes that have been introduced and their possible replication to other sites. These questions have been supplemented wherever possible by suggestions of other professional and community members.

Given the nature of the model certain decisions followed which were to have a profound effect upon the procedures to be followed. First as the model did not see the purposes of evaluation as comparing each model's outcomes against each other, it was necessary to discriminate between measures which focus on Project outcomes and measures which focus on program outcomes. The former are administered to all children because they imply outcomes or behaviours which may not be specifically related to programmatic features, whereas the latter are essentially concerned with the effects each specific program may have on the children. The former are administered by Project personnel and the latter are the responsibility of the teachers associated with each specific program and form part of their continuous evaluation procedures.

The second feature of the evaluation was the decision to use currently existing measures to evaluate outcomes, wherever this was possible. This decision was tekn so that results could be related to other interested members of the educational community by using metrics with which they are already familiar. Further such a decision meant that there would be little necessity to spend considerable time in the developmental work associated with new measures - an important factor given the time constraints imposed upon us. Unfortunately, it was not always possible to use existing instruments as they did not meet the criteria of validity and reliability which we had established. Furthermore, in some areas of interest the instruments had not been developed. This resulted in the Project staff developing new instruments to meet Project needs: comments relating to these instruments are included in subsequent sections.

The third decision was to attempt to gather information about the ecological setting in which the Project was operating. To do this meant that all of the variables which might affect the children's behaviour and performance had to be reviewed and methods of obtaining the relevant information, examined. Such an undertaking necessitates an analysis of the properties of the systems involving the learner and his environment so that the differences in systems or system states can first be determined and then related to outcomes. Ideally the most effective ways

---

(8) Ball, S. & Braithwaite, J. A Working Evaluation Document, Mt. Druitt Project, 1975.

of researching such relationships would be to restructure prevailing systems in ways that depart from existing ideologies, but while this was possible to a limited extent, the realities of working within the public school system with its attendant bureaucracies and ideologies, makes such a course difficult. The data that has been and will be collected will attempt this task, but in the full realisation that such an ideal cannot be achieved during the present study.

DEVELOPMENTS

At the beginning of 1976 the main emphasis was on the establishment of the programs. However, as the programs became more settled in their routines, it was possible to devote more time to the considerations involved in translating the evaluation model into reality. Generally the developmental procedures involved the questioning of basic assumptions implicit in the model, the review of appropriate measures and the development of different trial forms, where this was found to be necessary.

In the first stage of the developmental measures we were helped by the various members of the university who provided us with valuable assistance in choosing worthwhile measures. The second stage saw the Project staff re-evaluate the Project's objectives against the original statements and determine their efficacy in the light of subsequent changes in program developments.

This task resulted in a rationalisation of the Project goals, so that, for example:

> "OGI: to specify overall, and separately for different kinds of children, the short-term and long-term, intended and unintended effects on pupils, family and school of the five programs,"

was analysed into components that were meaningful in a directive and evaluative sense. An example of this procedure showing the analyses of OGI follows.

OGI - INTELLECTUAL FOCUS

Pupils	Intended	Unintended
Long term	A_1 . language . logical thought . social knowledge . creativity	B_1
Short term	A_2	B_2

A_1 contains the long term, intended, intellectual goals for pupils. Each area is further divided into component variables. Thus the language area provides two focus variables "function" and "vocabulary".

These variables then identify both a goal or objective focus and an evaluation focus. Similarly, for the other areas, variables are identified to specify goals and evaluation focii.

A_2 contains the short term intended intellectual goals for pupils. In each program language goals are specified which are interpretations of the long term variables of function and vocabulary. Again, for example, the language goals in the cognitive program are to provide opportunities for children to:

- talk about activities with each other
- talk about activities with teacher
- ask questions
- predict, plan and recall
- describe and compare
- describe relations in time and space
- tell, make up, or listen to stories, poems, songs, and so on.

B_1 and B_2 will contain both possible areas of unintended effects and the findings of side effects, both for general project goals (B_1) and specific program goals (B_2).

OGI - AFFECTIVE FOCUS

Pupils	Intended	Unintended
Long term	. self awareness . group awareness . interaction with others	
Short term		

Further, for pupils, OGI entails the analysis of effects in the effective areas. Similarly, as for the intellectual areas, variables are identified within each area. Thus, for self-awareness, the variables identified are positive feelings, body concept and identification and pursual of individual goals. These long term project goals provide the framework for a differentation of specific program goals and for the evaluation rationale.

OGI specifies effects not only on pupils but also includes family and school effects. As for the pupil focus, areas and varieties are specified for both families and schools; long term, short term, intended and unintended.

The other goals OG2 - OG4 were analysed in a similar way.

The more specific curriculum objectives have remained intact but again have been restated in terms of the revised general objectives (although their very specific behavioural objectives are of course quite idiosyncratic and contextually bound).

This activity helped us to re-evaluate our objectives in the light of practicalities that we had encountered and also allowed us to check whether all the variables which are thought necessary to gather data about, were included in our design. The task then became one of identifying, modifying where necessary or creating the appropriate measures to collect the data. Procedures were also finalised to co-ordinate all the various activities necessary for establishing a viable longitudinal study which it is intended to carry out on the 1977 cohort.

Details of the development of specific instruments follow in the succeeding sections.

DATA HANDLING

COMPUTER FACILITIES

The computer facilities used in the study are those of the Macquarie University Computing Laboratory. This provides a UNIVAC system including a main UNIVAC 1106 computer with large primary storage as well as disc storage, three magnetic tape units, a card reader and line printer and six visual display units. The system has package programs available from the Biomedical Computer Programs (University of California - BMD packages) as well as Macquarie University Library packages and School of Education packages. These include a wide variety of statistical programs.

ORGANIZATION OF DATA

All the instruments being used in the study were designed so that they could be analyzed using the computer facilities. This was necessary because of the very varied nature of the data being collected. The system has to cope with data ranging from observation schedules and inventories,to test results. For example, the Circus test of language has, say, 40 multiple choice items, whilst the PROSE observation schedule has a series of categories marked at regular intervals to describe the activity in which a "target" child is engaged upon, the materials he is using and the people with whom he is interacting. In the inventory type of instrument, a rating scale is involved; one example is the Pre-school Parent Self-Concept Scale in which parents rate themselves on a three point scale on parental pre-school attitudes. Other considerations must be allowed for in the data recording - such as whether the child refused to answer, didn't know the answer or answered wrongly. These are all taken into account in the design of the coding schedules.

CODING AND PUNCHING

The data is coded from the original forms on to coding sheets and then punched on to punch cards. A magnetic file of information is then produced from these punch cards and as more information is collected for each child throughout the year the file is constantly updated to keep the bank of records for each child complete at all times. In this way a "data base" of information is being created for each child. A separate copy of this master file of project data is kept in another location within the University to ensure that even in the event of a catastrophe occurring in the computer centre the bank of data can be regenerated.

In the design of the coding sheets for each test the first ten columns of information contain basic identification, for example school number, child number, previous pre-school experience, year of entry into the project, year in which data is being collected, sex and class number.

Because of the sampling design, some children have more information collected about them than others and a code must be applied to each child to indicate to which sampling group he has been assigned. This special code is also carried in these columns. In the last two

columns of every card, i.e. columns 79 and 80, a number is carried to indicate the kind of information punched on the card so that any deck of cards is readily identifiable. For example, card number 1 contains the child's full name and address - cards 2 and 3 contain such information about parents - as educational background and occupation. Cards 25, 26 and 27 contain medical information. During 1976 up to 40 cards of data were collected for each child.

EDITING PROCEDURES

For each batch of information coming in to be processed the following procedures are applied. Once the data has been punched on to cards, the deck of cards is put through an editing program which ensures that all values which have been punched are valid scores for that particular test. For example, on the Pre-School Inventory (PSI) the scores for each item may only range between 1 and 3. The editing program in this case checks that no score exceeds 3. If any errors are found the identification number of the card is printed out together with the actual score and the upper limit, which in this case is 3, allowable on that particular item. Any errors occurring at this stage can be corrected and new cards punched and inserted into the deck before the information on the cards is written on to the magnetic file. This editing procedure ensures that only "clean" data is updated on to the file and is a check on human errors at either the coding or punching stages.

STATISTICAL ANALYSIS

In order to evaluate the data the main kinds of statistical techniques employed are simple data description such as frequency distributions, item analyses, analyses of variance and covariance, factor analysis and cluster analysis. Most analyses are possible using these package programs. However, some tailor made programming has been necessary in order to edit the data and to create and update the file system. The statistical package programs can be applied to the data in a number of ways depending on the requirements of the program and the type of results required. Once a program has been run on a set of data a manual check is done, usually on a small calculator, to ensure that the program has selected the correct information for processing. For example, variable 1 in the results is, in fact, what the programmer specified as the first variable to be selected.

Apart from computer analysis of data other analyses are made on small calculators. The results from all analyses are then usually discussed with other project members as well as with statistical consultants before being written up.

TEST DEVELOPMENT

Nineteen seventy-six was used to trial specific standardised tests to see whether the children's performances on the tests were radically different from those reported in the literature and to determine what, if any, modifications may be necessary. The task of finding reliable and valid tests proved disappointing. We found that tests which had respectable reliability and validity, were of only limited applicability, and tests which might be more applicable had little, if any validation information. Generally, we found that very few valid and reliable tests were available for pre-school age children. Consequently, from the remaining pool of tests meeting our criteria, the tests chosen for evaluation were the Pre-school Inventory (PSI) and three CIRCUS tests developed by E.T.S. The comments that follow reflect our findings relating to the use of these specific instruments.

a) Pre-school Inventory (PSI)

The Pre-school Inventory (PSI), developed by Caldwell and her associates for the Head Start Project, was chosen for several reasons. First, it reflects general pre-school achievement; second, it provides an estimate of school readiness; and third, it has proved to be a reliable test. Also it is a test that is easy to train testers to administer and, most importantly, one which has enough variety to keep the children interested.

The PSI was developed with four major domains in view. Success in each of these domains was considered necessary for school success. Items were developed to represent each of the following domains: Personal-Social Responsiveness, Associative Vocabulary, Concept Activation (Numerical), and Concept Activation (Sensory).

The full length version of the test proved to be too tiring for children to take at one sitting and so a refined version was administered which was based upon the division of the original 64 items into two parts comprising 32 items in each.

Results:

Of our original 1976 pre-test sample of 96 children, 80 were available for post-testing - an attrition rate of only 17 per cent for this sample. Only those 80 children for whom we had both pre- and post-test results were used in the analysis.

For both pre- and post-test results, we hypothesized that there would be no significant difference in scores between children in terms of the particular program in which they were enrolled, and also the session (morning or afternoon) which they attended.

Generally, we found that the PSI results did reflect the children's general achievements in pre-school and K.R. 20 values for both the pre- and post-test administration of .85 and .80 respectively show a respectable measure of internal consistency of the items. However, a factor analysis of the results failed to confirm the original four domains posited by Caldwell in her construction of the test. Rather the results suggest that the items do not adhere exclusively to one partic-

ular domain, the test may be measuring as Smith suggests general achievement in pre-school (1973:20) (9). Thus, it does appear that the PSI is a suitable instrument to administer to all children in order to evaluate Project objectives.

b) CIRCUS Measures

i) Receptive Vocabulary ("What Words Mean")

The test is designed to assess children's abilities to understand certain words which research has suggested are part of their spoken vocabulary. It comprises nouns, verbs, adverbs, adjectives and prepositions. Before this test was trialled certain items were modified by changing the pictorial stimuli to cater for cultural differences.

The data were then analysed by means of a Multivariate Analysis (MANOVA), using schools and sessions as the independent variables. An analysis of the results was made in terms of a separate school effect and a separate session effect. School and session data were also analysed together to determine whether an interaction between the two affected the test results.

Results of the MANOVA computer analysis showed no significant results between test scores. School and session, considered separately, had no significant effect on test results, nor was there a significant interaction between school and session affecting the results. These findings held true for both pre- and post-test results.

There was a gain in children's scores from pre- to post-testing situation. Some items results reflected pre-test difficulty levels higher than post-test levels. In these instances, the difference involved was not substantial enought to involve scores of more than three children.

The overall mean and Mean Difficulty Index show that on the pre-test, children are getting over 50 per cent of the items correct. At the post-test, these same children are getting close to 70 per cent of the items correct.

We looked very carefully at those items which, on both test administrations, showed a difficulty index of below .45. Although these items were proving difficult for the children, it was decided to continue to include them in the 1977 administrations of the test since they were serving to discriminate among the high, middle and low scoring children.

The internal consistency value (K.R. 20) for both pre- and post-test results was quite high - .73 and .77, respectively.

ii) Visual Discrimination ("Look Alikes")

This test attempts to measure children's abilities to differentiate among visual stimuli by asking them to match identical letters, numbers and other forms.

---

(9) Smith, M.F. (1973) Some short term effects of Project Head Start: A preliminary report on the second year of planned variation - 1970-71. Cambridge, Massachusetts: Huron Institute.

Except for three items, there were gains in success from pre- to post-test. The mean for the pre-test is 11.98, and the Mean Difficulty Index is .48. Children were getting less than half of the items correct.

For the post-test, the mean is 13.64, and the Mean Difficulty Index is .54. The children appear to be finding this test difficult overall, regardless of pre- or post-test administration.

The K.R.20 values of internal consistency (.60 and .59, for pre- and post-test, respectively) are low. The CIRCUS Technical Report (10) lists an internal consistency value of .84 for the 26 item test (p.97). The mean reported for the low SES nursery school sample is 16.1 (S.D. 5.0) (p.99). By post-test, Programs 1 and 4 are still getting less than 50 per cent of the items correct.

Obviously there are many factors which could account for the poor performances of the children on this test - poor item selection, a biased sample, small N in the sample, poor test construction and so on. However, it was argued that the test was attempting to measure abilities which are very susceptible to developmental influences. Consequently, Circus 3 was administered to a sample of 2nd Year children. During this administration the subjects made the correct responses 95% of the time. Therefore, it is believed that if the factors referred to above are not operating, the test may be measuring performances which are developmentally influenced. That is, the children's abilities to differentiate among the visual stimuli have not yet fully developed. Certainly the literature on the acquisition of visual perception would support this viewpoint.

iii) Auditory Discrimination ("How Words Sound")

This test measures children's abilities to discriminate among phonemes that they hear in meaningful words: initial consonants, medial vowels and final consonants.

The means for pre- and post-test results show that the children are having success with 72 to 82 per cent of the items, respectively.

It is worth noting the increase in internal consistency values from pre- to post-test - .72 to .82, respectively.

Only two items remained very difficult from pre- to post-test: items 12 and 23. These two items also showed a decrease in success from pre- to post-testing, although not an apparently significant decrease.

The correlation between pre- and post-test is .63, the same value as shown for Circus 1 results. Unlike Circus 1, however, the correlation value for Circus 7 may be partially explained by the individual Program result differences at pre- and post-test.

Before administration in 1977 all tests will be re-examined in the light of further statistical information that will be available.

---

(10) CIRCUS L. Technical Report, Princeton: E.T.S., 1975.

TEACHER AND AIDE LOGS

Teacher, Aide and Program Assistant Log forms were developed in 1975 for the purpose of keeping an historical record of Project developments.

The first teacher/aide logs were developed by the teachers and aides and consisted of a rating scale for general and specific, relevant program areas. (A copy of the original logs is included in Appendix D) The intent has been that the logs be filled out weekly so that an ongoing picture of successes and problems is recorded. Aside from rating the various categories, the teachers and aides were encouraged to comment in more detail on the back of the form if there were specific areas needing attention, and also to record information regarding enrolments.

The logs for the individual programs were read by the specific Program Assistants directly concerned so that noted problems could be attended to. Aside from the historical intent of these logs, they have provided feedback for the Program Assistants of the teachers' and aides' perceptions of how the program is functioning.

Due to concentration on other data analysis, the logs were not generally analysed until the latter part of 1976. Undoubtedly due to the lack of prior general feedback, the teachers and aides were becoming sceptical about the value of the logs: they were considered an unwelcome chore to be done at the end of a busy week. However, after an analysis was completed and the results disseminated to the teachers and aides, much more interest has been shown by these staff. The results proved to be interesting and informative feedback, and the staff were able to appreciate the value of the logs. During 1977, more frequent analysis and dissemination of results of the logs will occur.

Acting on recommendations made by the teachers, a revision of the logs was attempted. Wording of several categories was changed, and the category relating to the children's response to the program was elaborated. The intent for this category now is that there will be emphasis on specific children and identification of specific problems so that follow-up throughout the year on individual problems can take place.

A concerted effort has been made to treat the individual logs as confidential material. Information from the logs is discussed only among immediate staff - individual teachers, aides, and the Macquarie-based staff. If a problem arises which appears to be prevalent in each program, then suggestions from the Macquarie staff are sent out to all programs. Problems specific to an individual Program are handled on an individual program basis.

It is imperative that honest, detailed information from the teachers and aides be gathered. Consequently, it is also imperative that this information be treated respectfully.

Program Assistant Logs (see Appendix E)

Like the Teacher and Aide Logs, the Program Assistant logs provide a historical record of what is occurring in the individual programs. They also provide a record of how problems occurring in the individual programs are/were resolved.

In another practical sense, all logs provide a ready means of information dissemination at the weekly meetings held by the Macquarie staff. They provide us with a means of keeping up to date with occurrences in all of the programs.

The Program Assistant Log was revised toward the end of 1976. Essentially, the revised log provides for more specific categories, and also for information concerning both Program and overall Project considerations. It will provide a more detailed record of how program implementation is fitting into Project implementation, and whether Project goals are being adhered to in the individual programs.

PROCESS OBSERVATION

One of the failures of many evaluation projects in early childhood education has been the failure to gather systematic data about the ecological setting of the project. Evaluation has tended to concentrate on the collection of summative data and has neglected for the most part the formative or process observation of the subjects. Consequently, while it has often been possible to discover what changes did occur, it was not always possible to indicate what processes caused these changes. For this reason we have placed a high priority on the collection of data which will adequately describe the happenings within the classroom and within the home-based situations.

The data to be collected for this purpose is of two types - one objective and the other subjective, in the hope that the two would complement each other and so provide a detailed description of the experiences of both adults and children within the particular setting under review, be it home or school.

OBJECTIVE DATA

A review of the literature to locate instruments designed for systematic observation of children's behaviours in early childhood settings was somewhat disappointing. Many instruments were designed for use in traditional school situations which are strongly teacher dominated and were not suitable for the more informal situations in home and pre-schools. Often the instruments placed great emphasis on the collection of inferential data which was based on the covert behaviours of children or adults. Those instruments which enabled both the above objections to their use being overcome were frequently too demanding from the viewpoint of time and resources at the Project's disposal. Consequently the choice of an appropriate instrument was narrowed down to a comparatively small list.

After examining the narrow range potentially suitable for our purposes the instrument developed by Medley at E.T.S. called PROSE was chosen as being the best available. It had the added potential of providing cross cultural data, as it was designed for use in the E.T.S. longitudinal study. Initial trials using PROSE suggested a number of modifications would be needed in order to use it in our setting. Essentially these modifications have been minor internal ones and the sign data collection system that PROSE employs has not been changed. (At the time of this report three versions of this modified PROSE have been developed.)

As with any systematic observational instrument it is crucial that the observers develop and maintain high reliability in the collection of the observed data. To this end numerous training sessions involving both video and site observations have been carried out to increase the reliability coefficients. One of the major problems in observational studies has been to establish reliability. There has been little agreement in the literature as to what constitutes sufficient reliability with such observations and to the means, both methodological and statistical, for estimating reliability. A promising line of research using analysis of variance to determine reliability is being investigated. A copy of the PROSE manual is included as Appendix F.

In addition to the information gathered by PROSE, systematic observations of teachers' behaviours within the classroom are planned. These observations will be supplemented by videotape recordings of selected children over the year so that we shall have recordings of some children's first experiences at pre-school and then at different times during the year. The procedure to be followed in the analysis of these recordings still has to be determined. It is envisaged that the information collected by such means will complement the data obtained by PROSE.

The collection of data recording child-adult interactions in the home-based program poses special problems. The home presents many situations which are not found in classrooms, not the least of which is the very personal nature of the interactions. Further descriptions of the data collection procedures used in the home-based situations are found on page 200.

SUBJECTIVE DATA

To complement these data collection procedures it was considered essential to obtain concurrent subjective data describing the classroom activities. Such practices are essential as even with the best objective data collection procedures a percentage of data is not recorded. Further more, such objective data very often do not give the reader the 'feel' of a classroom in the same way as subjective comments gathered by trained, experienced observers.

The procedures that have been trialled to gather such data are of two types. The first has observers sitting in a classroom and recording anecdotal notes of the behaviours they observe in a completely unstructured way. These notes are then expanded into a prose description which is matched with the observations collected by PROSE and/or videotapes. The second procedure sees the observer fulfilling the same role but in this situation the comments are structured into activity areas in such a way that all aspects of the classroom are monitored.

While the collection and subsequent utilisation of these subjective data collection procedures is a time-consuming process, it is felt to be an essential one, as it provides important information which would most probably be missed by more objective measures.

REPORT ON THE PRESCHOOL OBSERVATION SCHEDULE, 1976

One of the areas for evaluation that was outlined in the original evaluation of the Project (11), was that associated with the systematic collection of information about children's behaviours in the classroom. Whereas PROSE is designed to gather information systematically about classroom processes using external observers, the Preschool Observation Schedule (POS) is designed for the teachers to record individual children's behaviours over a two-monthly period. The teachers had expressed a need for feedback on the following variables: creativity, attitude to school, social behaviour, emotional behaviour, language and perceptual-motor development. These variables were chosen by the teachers as having greatest potential influence upon the children's school performances.

In considering any domain of interest, no single measure was regarded as being sufficient if used in isolation. Referred to as "triangulation" (11:20) it was argued that three different kinds of assessment of the one construct should provide a more accurate, better proportioned picture than any one measure used by itself.

Looking at one particular aspect of triangulation referred to above, the teachers were requested to rate children against a suggested criteria so as to gain a measure of change in children's behaviour over time. Theoretically it was argued that a focus on change should enable research personnel to study a school profile and so generate predictions about children's behaviours with data collected at differing points of time over the year.

In light of the above, an extensive search was made to find an appropriate instrument to satisfy both the purpose of measuring change as well as the variables of interest to the teachers. Economy of time and effort and the codability of results obviously had to be considered as well as the need to train teachers in the use of the instrument. Also, in order to obtain a satisfactory level of inter-rater reliability there was a need for the items to be behaviourally oriented. From among such instruments as the Banks Kindergarten Behavioural Index, Butler's Children's Behaviour Questionnaire, the Stamp Behaviour Study Technique and the Myklebust Pupil Rating Scale, it was decided to choose the Schaefer-Aaronson System Behaviour Inventory as best suiting the needs of the Project. Despite its length, it was felt that the instrument could be shortened into an abbreviated version through item analysis.

---

(11) Ball, S. & Braithwaite, J. Mt. Druitt Early Childhood Project: A Working Evaluation Document. Macquarie University, 1975.

The teachers administered the instrument in December 1975 and the results were analysed. The lack of agreement between teachers indicated that there were problems inherent in using this instrument. On many of the items the teachers were required to extrapolate from behaviours and provide subjective inferences about their psychological meaning. Ambiguity in the response choices further increased individual differences in subjective interpretation and reduced descriptive accuracy. Frequently, many of the items were rated on the private ways in which the teacher construed or interpreted behaviour.

The Schaefer-Aaronson System Behaviour Inventory was accordingly rejected as unsuitable for the needs of the present research and a further search was undertaken for a suitable instrument. This proved vain: no exciting schedule met out needs. From working with the inventory a better understanding of what was required had been gained over an attempt to meet all the requirements suggested, an effort was made to design a suitable instrument that would best satisfy the distinctive needs of the Project. The Preschool Observation Schedule (POS) was constructed by March 1976. It was intended to be a behavioural index of pre-school children's behaviours. The dimensions selected for inclusion in the instrument had to satisfy two basic criteria: first, they had to cover those areas of pre-school children's behaviours which were considered crucial to evaluate; second, they had to cover dimensions of pre-school children's behaviours in which comparatively little empirical evidence has been collected to date.

Use was made of video-tape recording equipment to sample a wide variety of different behaviours that were identified by the POS. This video-tape was used in a training session with the teachers so as to have a consensus of agreement among the teachers on what was meant by each item.

The same pattern of data gathering was employed in March and April. Use was made of the BMD 02V computer program, Analysis of Variance for Factorial Design to determine the coefficient of observer agreement and the results are recorded in Table 6.

TABLE 6 Coefficient of observer agreement

1976	Site 1	Site 2	Site 3	Site 4
March	.60	.51	.48	.04
April	.58	.48	.47	.10

The results are clearly disappointing. However, since there was no other alternative the decision was made to persist with the POS. The teachers were interviewed about the instrument. Some of the questions asked were:

1. What items would you like to see changed?
2. Which items do you believe to be the best indicators of pre-school children's behaviours?
3. Which items, because of their wording, are the most difficult to interpret?
4. What behaviours (either positive or negative) do you think should be included in the POS?
5. Looking at the patterns of the responses for your school, do you think there are any significant patterns present?
6. Are these patterns consistent with your model's objectives?
7. What use can you see the POS having for the classroom teacher?

Two major comments emerged: some items were ambiguous and some were poorly conceptualised. Rather than grouping items by interactions, a preference was expressed for clusters of items reflecting personality dimensions.

The behaviours selected to identify the following underlying dimensions were gathered from a wide search of the relevant literature. For the sake of brevity the support from research findings for the selection of the listed behaviours has not been included. (See Appendix G)

The revised instrument had been administered by the teachers in August, November and December. Table 7 presents the coefficients of observer agreement at each pre-school site for each of the above months. It can be seen that there has been a dramatic improvement in the agreement that the two teachers have when using the instrument.

TABLE 7 Coefficient of observer agreement

1976	Site 1	Site 2	Site 3	Site 4
August	.81	.86	.84	.67
November	.73	.81	.77	.76
December	.73	.68	.84	.84

The ratings for all children in the four pre-schools have been analysed in each month in order to determine whether the items clustered together to form the hypothesized dimensional sets. The BMD X72 program, Factor Analysis, was used and a varimax rotation performed. For this report, only the results from December 1976 are included (Table 8).

TABLE 8 Factor Analysis of POS (December 1976)

	Factor Loading
Factor I: Competency (Language and Motivation) v. Anxiety	
Language:	
10. makes explanations	.82
4. answers questions appropriately	.81
19. asks questions	.68
3. extends upon language situations	.82
26. has a wide vocabulary	.74
13. talks about his/her treasures	.54
Motivation:	
15. participates in group activities	.62
9. expresses interest in set tasks	.58
11. plans and prepares for a task	.50
6. attempts routine tasks independently	.49
20. initiates new activities without assistance	.62
Anxiety:	
1. becomes flustered in group situations	-.66
23. approaches tasks with assurance	.71
22. initiates interaction with other children	.63
17. withdraws when approached by an adult	-.64
30. needs reassurance when attemptimg tasks	-.49
Factor II: Co-operation v. Aggression	
5. disrupts activities	.79
27. waits turn and shares materials	-.76
28. follows classroom rules and procedures	-.79
14. fights with other children	.75
24. expresses dislike of activities	.69
9. expresses interest in set tasks	-.56
8. works to complete an activity	-.53
Factor III: Creativity	
2. becomes involved in fantasy play	.71
7. adopts varied role plays	.72
21. plays with structured materials in novel ways	.67
25. uses odds and ends in a variety of creative ways	.67
Factor IV: Attachment v. Independence	
18. stays near the teacher and seeks physical contact	.57
29. makes unnecessary demands for assistance, recognition or attention	-.50
16. wanders from one activity to another without completing any activity	-.50
12. stays near or follows around another child	-.50

Table 8 is typical of the results gained in August and November and parallels fairly closely the predicted clustering of items. Anxiety is at the dimensional extremity opposed to Competency. This conceptualization is supported by other researchers such as Berlyne and Harlow. A suggested interpretation of this is that anxiety in the pre-school prevents an effective exploration of the environment. Behaviours reflecting anxiety (such as 1. becomes flustered in group situations) are perceived as preventing the child from participating in pre-school activities successfully. Part of being competent in the pre-school is to have a fair command of language and confidence in the surroundings. Anxiety inhibits the use of these constructive behaviours. Factors II (Aggression) and III (Creativy) emerge as tight, independent clusters. Finally, attachment behaviours failed to cluster as an independent set. This 'floating' quality of the attachment items is a phenomenon demonstrated in previous research and supported in the literature review.

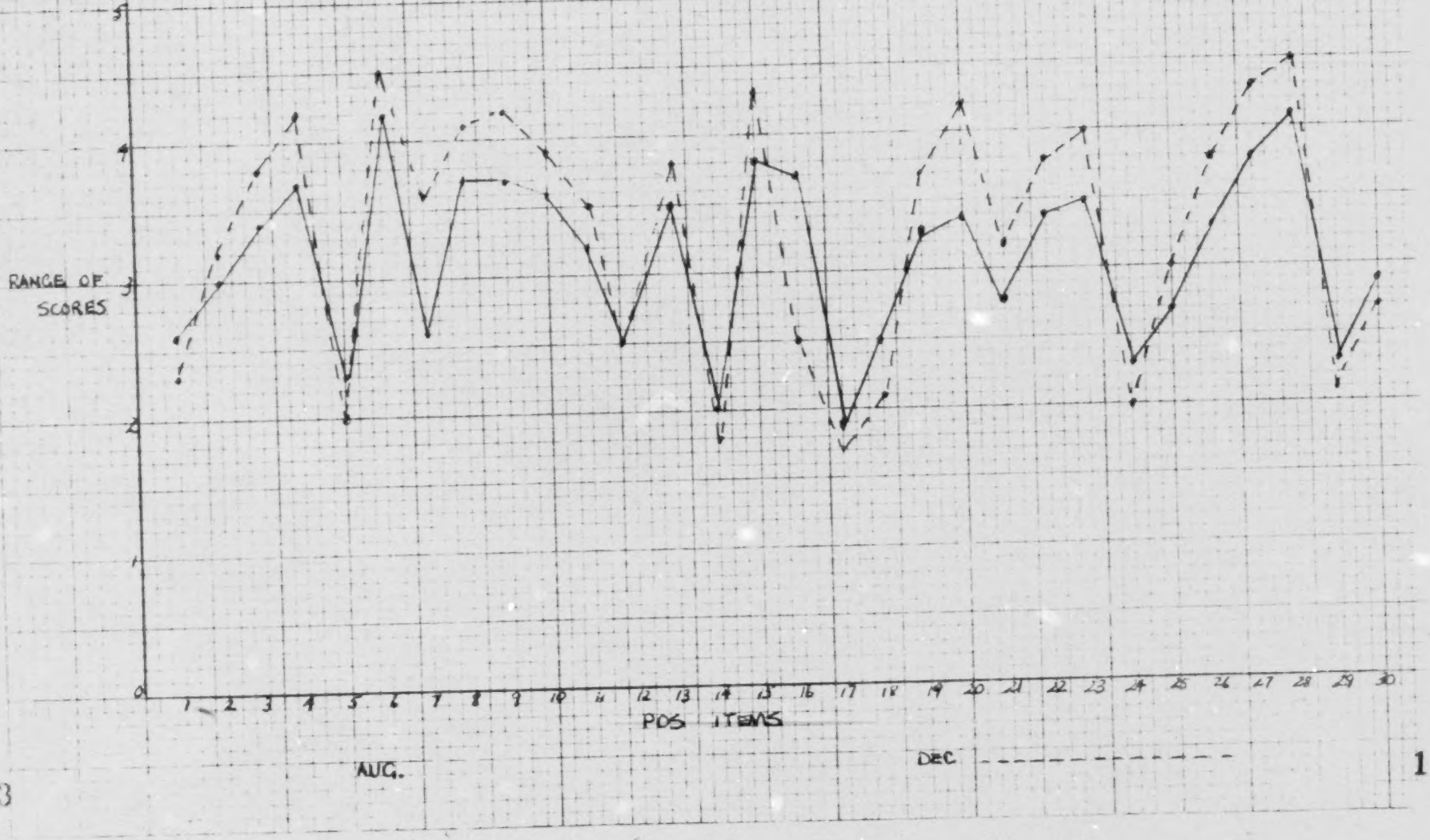
One essential purpose of the POS was to record any change in children's behaviour over the year. To determine this use is made of the stability coefficient which is the correlation between scores based on observations made by the same observer at different times on the same subject. If the stability coefficient is high (larger than .7) no significant change has taken place. The observer has found the subject's behaviour on the two different occasions to be fairly much the same. Figure 12 graphs the means for each item on the POS for August and December. It can be seen that there is a slight movement toward the extremes of the range by the end of the year. However, an inspection of the stability coefficients (Table 9) reveals that this movement is not significant. Teachers' perceptions are stable between the months of August and December.

TABLE 9 Stability coefficient between August and December

Site 1		Site 2		Site 3		Site 4	
Teacher 11:	.77	Teacher 06:	.86	Teacher 15:	.78	Teacher 04:	.80
Teacher 22:	.75	Teacher 09:	.82	Teacher 16:	.83	Teacher 23:	.74

The pilot of the instrument in 1976 has been useful in setting up the machinery of data-collecting for 1977. At the moment there are four sets of two trained recorders using the observation schedule. To determine the inter-rater reliability coefficient and the stability coefficient twenty children (c=20) will be selected at random from each site. To study the objectivity of the items, that is, how closely observers agree in recording identical behaviours, two recorders are present (r=2). In order to estimate how stable the perceptions of the behaviours are, each child will be observed twice during the year so that the behaviours will be recorded in two different situations (s=2). To recapitulate, an average of twenty children are observed in two

FIGURE 12 1976 mean scores over four sites



situations by a team of two recorders. In determining the reliability of a scale with thirty items, the total number of scores to be analysed will be $c \times r \times i \times s$ (20x2x30x2).

The pattern of data collection (Table 10) applies to each site. In March and August of 1977 recorders A and B will observe every first child of twenty sets of triads. These twenty 'first' children will form a group which is labelled X on Table 10. In April and November, the two recorders will observe every second child in the twenty sets of triads. These twenty 'second' children will form a group which is labelled Y on Table 10. In July and December these twenty 'third' children will form a group which is labelled Z on Table 10.

TABLE 10 Pattern of data collecting

March	April	July	August	November	December
X			X		
	Y			Y	
		Z			Z

THE DEVELOPMENT OF LANGUAGE MEASURES

The measurement and evaluation of the language of young children in the Mt. Druitt area is considered an important subset of the project's evaluation design. It was decided early in 1976 to devise a plan that was as complete as manpower and time considerations would allow. Assessment procedures covering both form and function in children's language were considered appropriate, indeed essential to a thorough evaluation of children's language.

Accordingly a wide range of measures were trialled and developed in 1976. These covered the following areas of child language.

i)	vocabulary	receptive measures
ii)	basic syntax	
iii)	elaborated syntax	productive measures
iv)	language functions	

A record of the development of ideas and emphases in these areas (except for the vocabulary measure, which is dealt with elsewhere in this report) follows.

Basic Syntax Test

The research literature is in agreement that from 2 years of age to about 6 years of age, more children acquire and generalise the basic rules of language. No developmental study of child language would be complete without some information on how the child perceives and uses the structure of the language. A measure was needed, then, that would reveal how much of the rule system of the language had been acquired by the children. Such a measure could be viewed as giving a guide to the children's understanding of some of the basic syntactic structures of English.

There are two basic problems in testing the children's knowledge of syntax. Firstly, children can usually understand many language features before they can use them, so that there is a need to check not only the children's performance, but also their comprehension. Secondly, the test situation must be a controlled one designed to elicit certain specific grammatical features and constructions, since in normal conversation situations children may not use all the constructions that they possess.

The test selected to evaluate basic syntax competence and performance in young children, the Imitation, Comprehension and Production test of Fraser, Bellugi & Brown (1963), solved both these problems. It presents 10 structures in the form of contrasts, and the children are required to imitate, comprehend and produce morphological and syntactic structures. Imitation, comprehension and production are presented as a hierarchy of tasks, and an analysis of the children's performance across these tasks demonstrates the degree of control children have over the structures presented.

We began with a pilot study to provide (i) a testing ground for the theoretical ideas that have bearing on the conduct of the test and (ii) an opportunity to develop conditions for testing adapted to the

field situation at Mt. Druitt. For example, once a quiet location was found, various placements of microphones were tried to find an arrangement that proved to be less threatening for the children.

The main objectives set up for the pilot study were

i) to develop ways of presenting the materials and to gauge the children's reactions to them.

ii) to develop suitable, efficient means of data collection and recording.

iii) to analyse test results to ascertain if useful information was being yielded.

An initial pilot was run in May 1976, and a second pilot in November, 1976. Considerable care was taken with the pilot studies, and a firm understanding of the test conditions not suited to subjects of this age group has emerged from these experiences. Between these two studies, amendments were made to materials, methods of presentation and modes of analysis based on field experience, consultation with experts and research. A record of the trialling procedure is set out in Table 11.

TABLE 11 Record of Field Experience of the Basic Syntax Test

Consideration	First Pilot (May 1976)	Research and Modification	Second Pilot (Nov. 1976)	Status
1. Order of tasks (I,C,P)	A table of all possible orders was drawn up. Orders were randomly assigned to Ss. Reference: Fraser, C. et al.	Analysis shows order of tasks does not influence scores on I, C or P	Experimenter chooses appropriate task suitable to the subject and conditions. Reference: Lovell & Dixon	Final 2nd pilot method adopted
2. Materials for comprehension task	Subjects were presented with two separate pictures representing the contrast. Ss must point appropriately to one; then the other.	Research indicates that chance can influence results. Reference: Baird. Materials modified.	Subjects were presented with a set of 4 pictures set on one card for the comprehension task. Materials modified where pilot showed confusion in Ss mind. (Figure 13)	Final 2nd pilot presentation adopted
3. Method of presenting production task	i) Experimenter displays both pictures for same contrast and says both sentences ii) Experimenter says both sentences again in reverse order iii) Experimenter points to one of the pictures, asks S to say the sentence that fits the picture iv) Repeats iii) for other picture v) Score according to criteria for each contrast.	Research indicates this method artificially depresses production scores. Reference: Fernald	i)-iv) as for First Pilot v) If the subject makes a 'novel' response, i.e. one not connected with the problem being tested, the Experimenter waits till the end of the test and repeats the procedure, making sure that the subject understands that he should use one of the given sentences vi) Score according to criteria for each contrast	Final 2nd pilot presentation adopted

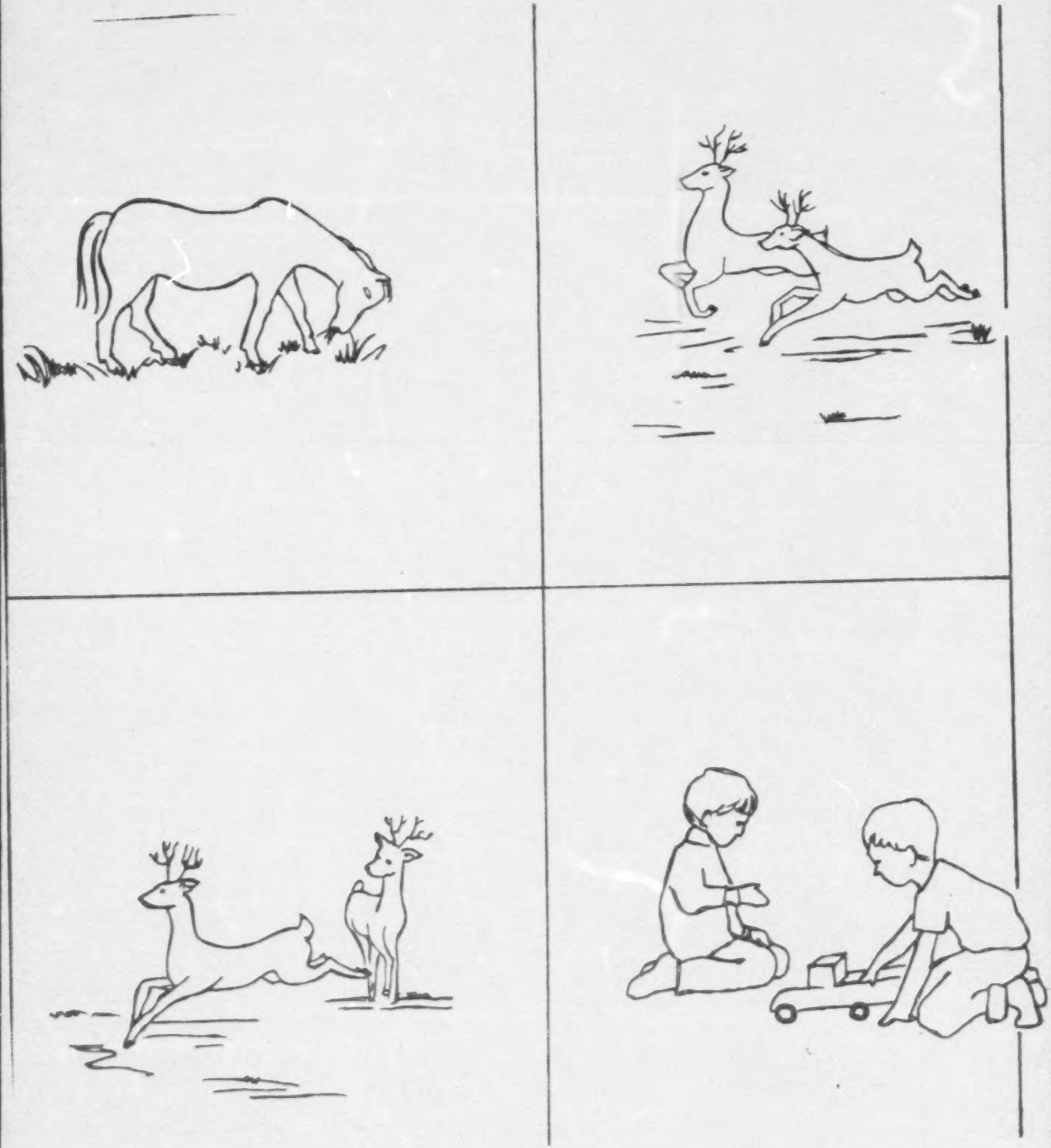
Cont'd.

TABLE 11 (Cont'd.)

Consideration	First Pilot (May 1976)	Research and Modification	Second Pilot (Nov. 1976)	Status
4. Number of experimenters	One experimenter was used in all pilots	Original study recommends 2 experimenters	For care of recording equipment and tapes, and to note down child reaction, two experimenters are need in 1977.	Final 2nd pilot recommendation adopted
5. Development of record sheets	Responses coded either 1 - correct 2 - incorrect Tape recording not taken	Insufficient information yielded to do analysis of errors	Responses coded 1, 2, 3 (not sure, indistinct). Tape information given on sheet. Space allowed for experimenter's comments. Tape recording taken and referred to. (Form 6)	Final 2nd pilot recommendation adopted
6. Analysis of results	Hypothesis tested I>C>P Order of tasks/results correlation Age/results; Sex/results correlation Grammatical contrasts ranked in order of difficulty	I>C>P held (See 1) No significant correlation on either age/sex	Age/results; sex/results correlation. Item analysis Analysis of errors Grammatical contrasts ranked in order of difficulty (same patterns revealed as May pilot)	Experimental Other ways of analysing the data still being looked at. 1977 Analysis of Variance - morning/afternoon Ss across programs

160

FIGURE 13 Basic Syntax Test: Comprehension Task



Example of modified comprehension materials:
The subject is required alternately to point to the picture representing i) the deer is running, and ii) the deer are running.

FORM 6

MT. DRUITT EARLY CHILDHOOD PROJECT

LANGUAGE TESTING

COMPREHENSION TEST SCORE SHEET

SCORING: 1 - correct response
0 - incorrect response
3 - not sure, indistinct

Tape number: _____

Tape recorder counter number: Beg. _____
End _____

NAME: _____ CENTRE: _____

DATE OF TESTING: _____ TIME OF TESTING: _____

PRACTICE ITEMS: The girl with the short dress
The boy with the long trousers
The cat playing with the wool
The sheep eating the grass

No.	Utterance	Score	Utterance	Score
1.	a cake		some cake	
2.	The boy draws		The boys draw	
3.	The deer is running		The deer are running	
4.	The paint is spilling		The paint spilled	
5.	The girl is drinking		The girl will drink	
6.	The girl is cooking		The girl is not cooking	
7.	His wagon		Their wagon	
8.	The cat bites the dog		The dog bites the cat	
9.	The mummy is kissed by the daddy		The daddy is kissed by the mummy	
10.	The girl shows the cat the dog		The girl shows the dog the cat	
	Total correct		Total correct	

Some initial results of the pilot pre-test and post-test, 1976

The results of the test revealed which of the structures presented Mt. Druitt children found difficult to imitate, comprehend and produce. The following general statements can be made concerning the results obtained.

i) The grammatical structures fell into a similarly marked pattern for pre-test and post-test. This indicates that the children found the same structures difficult at both pre-test and post-test. Thus it can be said with some confidence that such difficulties encountered by the children give a guide to the stage that they have reached in basic syntax acquisition. This provides a model against which to assess production (Table 12).

ii) It appears that items found difficult by the children fall into different categories. For example, difficulties with the subject object passive voice and the indirect object/direct object show certain problems that the child has in handling transformations. Similarly, the low scores on the singular/plural marked by inflections contrast denotes difficulties with features of the morphology of English. The mass non/count non contrast is interesting because it appears to involve a simple linguistic task, i.e., the use of either "a" or "some" before the non, yet it was found difficult by many children. Perhaps the "mass" and "count" concepts are not yet clear to children of this age group. All of these categories can again be studied in the productive language protocols.

TABLE 12 Task Scores on Grammatical Problems in Order of Increasing Total Difficulty

May 1976 (N = 20)					November 1976 (N = 16)				
Problem	I	C	P	Total	Problem	I	C	P	Total
1. Affirmative/ negative	38	40	40	118	Affirmative/ negative	32	31	32	95
2. Subject/object, active voice	37	39	38	114	Subject/object active voice	32	28	27	87
3. Present progressive tense/ past tense	38	33	30	101	Present progressive tense/ future tense	32	23	27	82
4. Singular/plural of 3rd person possessive pronoun	39	32	29	100	Present progressive tense/ past tense	32	26	23	81
5. Present progressive tense/ future tense	38	34	27	99	Singular/plural 3rd person, possessive pronoun	31	20	26	77
6. Singular/plural marked by is/are	39	33	19	91	Singular/plural marked by is/are	32	24	20	76
7. Subject/object passive voice	35	32	20	87	Subject/object passive voice	27	29	12	68
8. Mass noun/ count noun	39	22	22	85	Mass noun/ count noun	31	20	12	63
9. Singular/plural marked by inflections	32	28	24	84	Singular/plural marked by inflections	27	22	14	63
10. Indirect object/ direct object	33	22	15	70	Indirect object/ direct object	26	21	10	57

Note: The difference between the numbers of children tested in May and November is due to attrition.

Productive language measures

These developmental measures, while important, cannot give a complete picture of the child's language performance. It is vital to understand a child's competence, what he can do, but an observation of what he does do in various communicative situations is necessary to complete the description of his language abilities. Discrepancies between competence and performance will provide interesting developmental and situational information. Moreover if a consistency in the pattern of making errors or the avoidance of a structure that the competence tests show to be within the child's powers of comprehension, are found, descriptions concerning the child's level of language development can be presented with greater confidence and in greater detail.

The comparison of performance on the receptive measures and the productive measures is the nub of the language evaluation. Any thorough examination of children's language must have information from both sources. However, the way in which productive language is collected is crucial, for young children who are normally good talkers may become reticent in an interview situation if confronted with what they perceive to be an intimidating array of equipment or an unfriendly person as Experimenter. Part of the efforts of the pilot year was to define these conditions precisely, so that they could be written into protocols, and replicated throughout the evaluation. The second area of effort was the development of a suitable stimulus; one that would interest young children and have sufficient content to provide plenty of connected speech. Finally, high quality sound reproduction had to be ensured, and tape transcriptions finalised.

While these were the "bread and butter" issues facing the research team, a steady shift in emphasis was noted during the development of the productive language measures. At first the rationale for these measures was as stated earlier, to provide a counterbalance for the receptive measures to give a full picture of each child's language competence/performance. Since the situation was held constant, differences in performance could be attributed to individual differences in competence. However, as will be seen, no situation that suited all children could be standardised, so it was decided that much more varied and interesting information could be achieved by looking at performance in different situations and comparing performance across situations. Moreover, it appeared that, in addition, a corpus of speech of considerable length could also be collected from a naturalistic setting.

A. The picture interview

The first productive language situation to be tried was that of a Picture Interview. The picture interview is a procedure designed to encourage the child to talk in a relatively unstructured way. Since the child is in a semi-structured situation, his comments may be limited to talking about the stimulus materials presented, or conversely, he may not comment at all but be content to play silently with the materials. In such cases the experimenter would use suitable probes to get the child talking. The success of this method depends firstly on the quality of the stimulus, and secondly on the

timelines and flexibility of the probes used by the experimenter to elicit speech. Both picture and object stimuli were tried. (Picture Interview is a technical term referring to the method used, rather than the nature of the stimulus.) The research literature presents cases for and against each type of stimulus being used, and it was decided therefore to try both in the Mt. Druitt setting.

Two kinds of picture materials were tried early in the year, and two others later in the year, selected on the basis of results gained on the earlier materials. At this stage anecdotal reporting by the Experimenter was vital, and anything that the child said or did that was thought to be important, or any difficulty in environment, either social or physical, was noted.

Two types of materials were piloted:

1) two sets of 4 pictures each, which represent familiar scenes in the Mt. Druitt area. Preschool, home and street scenes have been used. These are black and white prints, enlarged to 10" x 8". One half of sample will be shown set A, the other half will be shown set B.

2) a toy model of a farm, complete with plastic figures of a family, farm house, farm tools and farm animals. These can be moved and manipulated at will by the children. Incorporated into this unit is a short object manipulation test, which can be used to demonstrate mastery of certain linguistic structures.

Procedure for picture interview

1. Experimental situation: Only two people were present during the session: the experimenter and the chosen child. They sat side by side, to encourage a warmness and confidentiality into proceedings. The experimenter ideally should already know the child quite well, so that the child will not feel shy and therefore prove reticent.

2. Warm-up session: On the way to the room the E chatted with the child in an attempt to build up rapport. Once in the room, the warm-up session can begin. Research has shown that the first utterances of a child in any situation having as its aim the elicitation of expressive language, are usually shorter and less complex than he will utter when "warmed up". Therefore a settling in period will be allowed when the child is asked, in a friendly way, a series of familiar and personalised questions. These questions should be easy for the child to answer satisfactorily, in the hope that success in these will encourage further talk. They should also indicate that the Experimenter is interested in him. It should be added, that so far as possible, once each question has been asked that a conversation takes place between E and child, and not merely a question and answer routine. The child should feel encouraged to be expansive in reply, and the next question is put only when the child has said everything he wants to say. The Experimenter need not put all questions. Once he detects that the child is ready to talk, he can proceed with the presentation of the pictures.

Warm-up questions: examples -

Can you tell me your whole name?
How old are you?
Do you have any brothers or sisters?
What have you been doing at school today?
What do you like to watch on T.V?
Do you have a pet?

3. Testing: The Experimenter then asks the child to look at some pictures with him; then asks, "What can you tell me about this picture?" The Experimenter is silent as much as possible, only interjecting with encouraging remarks, such as "yes", "very good", etc. and with probes to elicit more comment from the child. The entire session is tape recorded. Each picture is presented in turn, and its predecessor removed from view once comment is finished. Naturally a picture is replaced in view if requested by a child to illustrate a comment.

4. Post-test recording: Experimenter fills in "Child Reaction" schedule (Form 2) and adds any other interesting situational features or interaction affects that were noticed during the interview; both pictures and toys.

B. Procedure for Farm Toy

1. Same procedure until warm-up.

2. Warm-up session: The warm-up should be short, since the materials to be used will inherently provide for involvement by the child, and are, therefore, intrinsically motivating. Warm-up questions should give the child a chance to show knowledge of a farm, its inhabitants and purposes, since this will indicate to the Experimenter his ability to name and talk about farm-related things.

Examples of warm-up questions:

Have you ever seen a farm?
What animals live on a farm?
What are some of the things a farmer does?

Each of these can be followed by suitable prompts, etc.

3. Testing

a) The Experimenter says, "I have something here that we can play with. (Puts box on table) You can unpack it, and set it up in any way you like. While you're doing that tell me what's happening on your farm."

At all times the Experimenter should be ready to participate and play with the materials with the child. If the child finds it difficult to get going, the Experimenter can say something like, "I'm going to make the farmer do something, and you say what it is I am making him do." The child is then given the opportunity to perform his own actions with the model.

b) Once a reasonable sample of speech has been collected, and the

child is willing to stop free play, the Experimenter then collects the objects in front of him and says:

> "We're going to play a little game with these objects. I'll tell you to make them do all sorts of actions; and I want to see if you can make the toys do these actions."

4. Post-test recording: As for picture interview.

Important findings arising from the pilot study

Most of the information reported in this section is taken from the Child Reaction Schedule (Form 7) and the Experimenters' anecdotal records. Both of these sources proved invaluable in deciding the nature of the stimulus, the selection of probes and the deployment of apparatus and furniture in the experimental situation.

i) The children's reaction to the stimuli

At times it was difficult to decide whether it was the child's natural reticence inhibiting the flow of talk, or whether the materials themselves were unattractive. With the pictures the main problem was that, even though they were taken in the Mt. Druitt area, many children did not recognise, and could not name objects in the picture. Even when this stimulus was changed and drawn pictures depicting a fire (enclosed) were used, the same type of question/answer routine was produced. Below is a short example from the transcripts:

E: Now tell me everything you can see happening in this picture?
Ch: A fireman. He spraying the fire.
E: That's right. Anything else?
Ch: No
E: What are all the different firemen doing?
Ch: One's climbing a ladder

It could be that the procedure trained the children to wait for a probe, but it definitely did not make for expanded comment, except with a few children.

Another method was tried to elicit longer utterances with the five pictures, which had an inbuilt method to do this.

Materials Description: A set of 3 cards was used. Each card depicted a fire scene, but the cards could be placed sequentially to form a story, e.g., Picture 1 - the fire begins, Picture 2 - the fire engine on the way to the fire, Picture 3 - the fire engine at the scene of the fire.

The same procedure as that described for the picture interview is used, but in addition the speaker is asked if he can see that the cards make a story and to place them appropriately in order on his desk. He then tells the story to the Experimenter.

FORM 7

CHILD REACTION SCHEDULE

In a situation where the child is required to respond to material and only one aspect of that situation is analysed, i.e., what he says, a whole host of factors can influence what he says. These other factors need to be recorded. Accordingly, a checklist has been devised that the experimenter can fill in easily after each testing session.

Variable	Items
Conditions	Distracted frequently by outside noise/movement Upset by interruption Used space in play Showed no signs of discomfort
Experimenter	Co-operated Smiled Expressed liking of activity voluntarily Engaged in conversation Only commented when prodded Talked to himself Withdrew from contact Reticent, shy
Materials	Enjoyed playing with materials Made spontaneous comment about materials Withdraws: did not wish to play/ look at materials

It was hoped that the opportunity to tell a narrative story would provide the child with an interesting, appropriate task and produce longer utterances. However, even though this was trialled near the end of the year, it proved too difficult for most children. Only the most talkative deviated from talking about the pictures, usually to recount a personal experience.

At first a farm toy was used consisting of a barn with moveable farm animals and equipment. As can be seen from the protocols, the child was encouraged to play with the toy and voice his reactions to it. Two problems were experienced with this stimulus. Firstly, if the child became absorbed with his play, he did not feel the need to say anything. Once probes were used too frequently, the same restricted, one-way conversation noted with the pictures resulted. Secondly, some children could not plan or organise a game with the toy under experimental conditions, and for this reason had nothing to say. Intervention from the Experimenter usually produced one word or catalogue answers (i.e., there's a dog or a pig, etc.). Since it was found that some children did not know all the names of the animals on a farm and could not conceive of farm life in any cogent way, a more complex toy representing a house, with occupants and furniture was substituted. This overcame many vocabulary problems, but the other main problems remained. It was, however, decided that the house should be used instead of the farm since better speech protocols, in terms of total number of utterances and mean length of utterance were collected from the children's interaction with the house.

If this procedure is used in 1977, then objects will be used instead of pictures. Throughout 1976, the object manipulation test (Form 8) was piloted. It was quick and easy to administer and provided some information on structures not covered by the Basic Syntax Text. One interesting result was on the Indirect Object structure which is expressed in the form.

The farmer takes the horse <u>to the tractor</u>
rather than
The boy shows the dog the cat.

The children showed better understanding of the first form rather than the second, indicating that the indirect object idea is understood in some forms but not others. It will be used in 1977, if the interview format is used.

ii) <u>The development of suitable probes</u>

This was the most enduring of the problems faced. The protocols suggest as an opening probe "What can you tell me about this picture?" which is designed to be open ended and to draw original responses from the child. However, in the shy child it drew merely an "I don't know" as did "Can you tell me a story about this picture?" Observation showed that the opening probe was not as important as the ensuing ones, and the Experimenter's main effort will be to keep as many probes as possible open-ended. This is exemplified by the following example taken from the beginning and end of an interview with one child.

FORM 8

Object Manipulation Test (Pilot Form)

Instruction	Grammatical Feature Tested	Scoring
SHOW ME: The farmer pushes the cow The boy rides the horse The horse pulls the wagon	Active voice	0 = no response 1 = correct " 2 = incorrect "
SHOW ME: The cart is pulled by the horse The hen is chased by the girl The pig is pushed by the dog	Passive voice	
PUT: The dog in the farm house The dog jumping over the cat The hen is under the cart The mother walking up the stairs to the left The mother between the boy and the farmer	Prepositions	
SHOW ME: The farmer touches the horse and then pats the dog The mother runs to the house and then walks to the tractor The pig bumps the hen and then runs around the dog	Conjunctions	
SHOW ME: The farmer takes the horse to the tractor The mother brings the cat to the girl	Indirect object	
Which animal is not in the pen? Which person is not in the house? One animal is not near the farmer. Touch it.	WH questions negatives	
SHOW ME: The farmer hits the dog The farmer hits himself The cat scratches itself The cat scratches the boy	Reflexives	

4. Post-test recording:

As for picture interview.

E: First of all, look at this picture and then tell me what's happening it in.
Ch: A fire engine.
E: Yes
Ch: Blocks
E: Good
Ch: Lounge room and a picture

.
.

E: I want you to see if you can tell me the story of the pictures. What happened in the picture.
Ch: It's on fire, and the boy was ... and the boy's going to get burnt in the house.
E: Yes, anything else happen in the story?
Ch: Yes, the fire engine goes to the fire and the the firemen watch the fire and I got a fire down my street and some more cars go there and the boy and his house ... light matches and make a fire.

Although it is intended that theexperimenter be as self-effacing as possible, probes are necessary, and the whole interview situation puts the child into the role of provider of information. Also some of the speech samples gained by this method were not long enough for analysis (about 60 utterances needed).

iii) Structuring the experimental situation

The child reaction schedules proved very helpful in assessing the factors involved in making the experimental situation comfortable for children, and for overcoming technical problems such as placement of microphones, etc. Equipment was placed on a low table so that the children could readily manoeuvre toys if necessary. The experimenter sat close to the child, but in such a position that eye contact could be made to provide reassurance. Yet, despite these precautions, all but a few of the child reaction schedules report behaviour that reflects unease or nervousness in the children. Many children of course "warmed up" as they went along, yet this appears to be a problem endemic to the interview situation.

In the second instance, much trial and error went into the selection of tape and recording equipment since many early recordings made on a small, portable field cassette recorder proved too indistinct for careful transcription. Different microphones, both directional and condenser were used. A Revox reel-to-reel tape is used instead of a cassette. A Sony condenser microphone is placed above the child's head, so that play is not interfered with and most speech recorded by this method can be accurately transcribed. In addition, the Experimenter jots down any odd statement that may be murmured or indistinct and these records go to the typist when transcribed. Tapes will be transcribed as soon as possible after recording. These procedures led to a 90% retention of utterances on transcripts, and 10% is an acceptable margin of loss. Different methods of analysis are now being tried out. At the point of writing, some measure combining utterance length and utterance complexity is being devised.

Language in communication situations

The main emphasis of the language evaluation model to this point has been on language "form" i.e., an examination of the actual linguistic structures used by the speaker. As the year progressed, it became evident that "form" while important, could only partially describe language development in the young child. Another important area to be considered was an examination of the uses to which young children put language, a language 'function'. Two kinds of communication situation were set up:

i) an experimental context where constraints are put on what the child is to communicate and the conditions of communication
ii) a naturalistic context, such as would be found in any of the Project's pre-schools.

The two situations could not be more diametrically opposed. The experimental situation requires

i) the use of specially constructed materials, about which adequate and accurate descriptions must be composed by the child
ii) the child to accept both the role of speaker and listener
iii) that the speaker and listener are unseen to one another, implying that the message must be salient and appropriate to the listener's perspective.

The naturalistic situation, on the other hand, only requires that the child go about his everyday business. In this unstructured situation, the experimenter must select which data is relevant to the purpose of describing language functions used in such a setting. By comparing performance in these two communication situations, a comprehensive version of the child's ability to communicate and to use language to specified functions can be drawn up.

i) Experimental context

Various experimenters have devised tasks requiring children to construct messages under constraints. Particularly influential in deciding the selection of materials were the studies done by Krauss & Glucksberg (1969) and Robinson & Robinson (1976).

Method of testing: Instructions to testers

1) The interview situation will include the experimenter, and two children, one of whom will be epeaker, and the other will be listener.

2) Both children will first be shown the 2 sets of cards laid out at each end of the table, the two ends separated by a screen. It will be demonstrated that both sets of cards are identical.

3) The child who is designated to be speaker sits at one end of the table, and the other child sits at the other.

4) One child, whose cards are placed before him in a pile face down, is encouraged to pick up the first card, look at it, and to tell the

other child about his chosen card. The other child, whose cards are placed before him in a line, side by side, is encouraged to point to the card he thinks the speaker is describing; and then to hold it up and show the speaker.

5) The speaker then indicates whether or not the child has the correct card.

6) If the trial is "unsuccessful", the speaker is permitted to elaborate on his description as he sees necessary. (In the same manner, the trials are repeated until all the cards in the speaker's pile have been exhausted. The experimenter

i) tape records the whole session;
ii) fills in sheets with relevant information;
iii) does not interfere with the game unless there is a total breakdown of rules, or the listener despite adequate clues, cannot identify the correct card.)

Materials used in the pilot

Two different types of materials were used in the pilot study, under the conditions outlined in "Method of Testing". Well known animals were figured on one set of six cards, and these were used for training the child in the procedures of the task. The other set, derived from the Robinson materials, was structured around three features which must be discriminated by the speaker if a communication is to be successful. These cards are shown in Figure 14.

Pilot trials

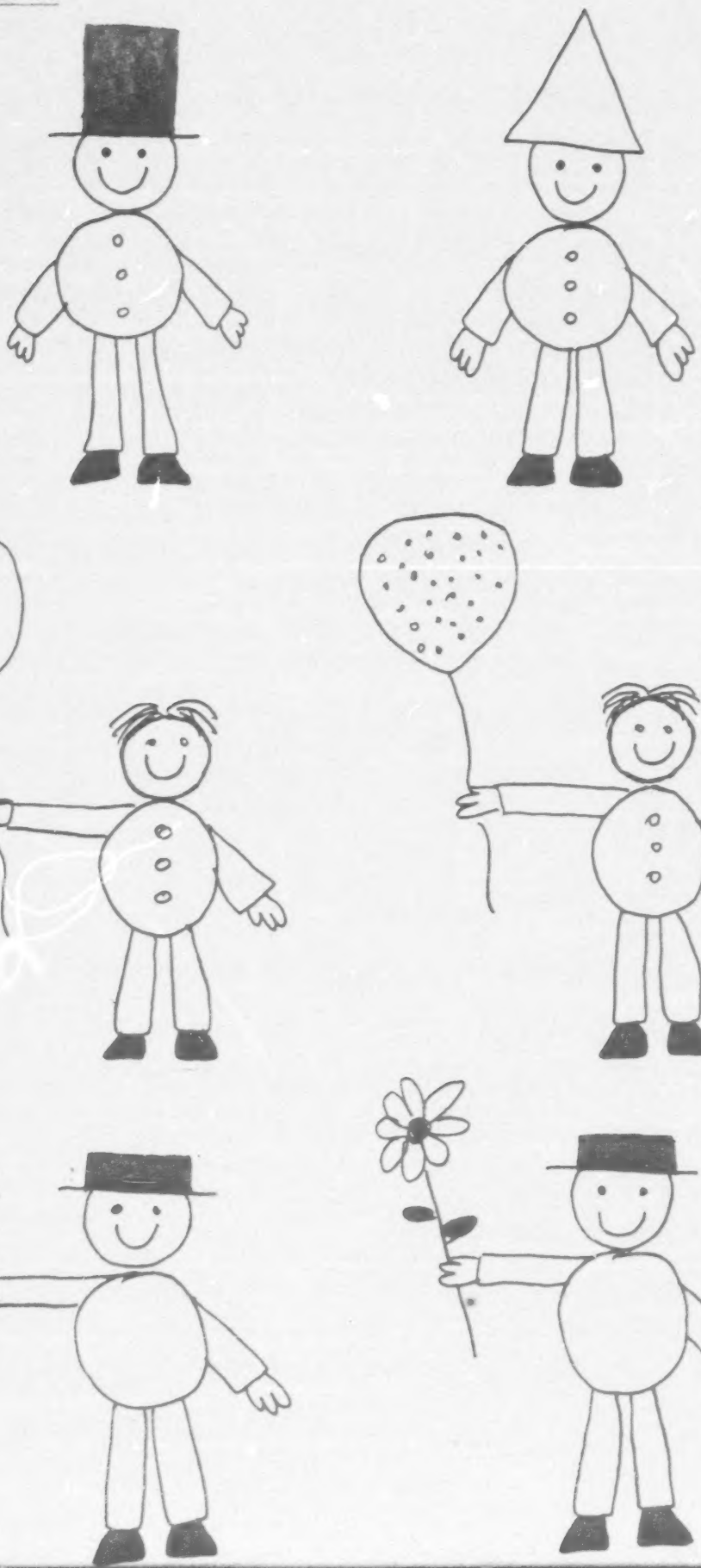
1. The Robinson materials were directly trialled for five pre-school subjects. This led to the alteration of the materials to exclude some of the pictures and substitute others for retrialling. Four of the five children failed to label the colour differences accurately and two were unable to label the flags. Three could not label the 'cross' flag. For the flower colour/shape differences, large and small flowers (same shape) were substituted. For the flag colour/shape differences a black and a spotted balloon were substituted. On retrialling with the five children, all successfully labelled the salient features.

2. Different pretraining conditions were trialled. Firstly the test materials were successively presented and child was asked to describe each picture. Typically children successively refined their descriptions (e.g. the first card is described as 'a man' or 'a little man', the next as 'a man with a balloon' then 'a man with a spotted balloon' and so on). This established the child's ability to discriminate and label the salient features adequately, although different labelling schemes were used.

Secondly, using animal shapes, after Kraus & Glucksberg (1969). This established that the task itself was understood.

Thirdly, pre-training in free classification. The six cards were arranged on the desk in front of the child. The child was asked to find some cards which went together, that were like each other. After

FIGURE 14



each grouping the child was asked why those cards were alike. The number of groupings was scored as were explanations for the groupings.

3. To reconstitute the 'game' milieu, child-child situations of the type outlined in the Methods of Testing were reintroduced. The children were able to play the game more or less successfully after pretraining on the animal shapes. Even the successive presentation of the cards (condition 2) was sufficient orientation. Problematic, however, is the lack of control over the feedback of the listener. Typically, intervention by the experimenter was required for relaying in audible messages and for prompting, usually repetition of the listener's response. There were few listener prompts and rarely were they directive to salient discriminations (i.e. "the spotted balloon or the striped balloon?" focusses the speaker's attention on a further discrimination. Only two prompts of this directive type in 25 trials occurred).

Evaluation of results

Following Kraus & Glucksberg the speaker's communication was divided into perspective and message components, and other factors isolated within this framework.

Perspective	Message adequacy
Response to probes	Redundancy
Negotiation	Length of utterance
	Salience
	Flexibility

Coding methods are still being developed, yet the piloting shows a need for

i) an experimenter to be present to code unusual happenings, to record gestures, etc. and other factors or movements that impinge on the communication situation.

ii) a tape recording to be made of each session.

ii) Naturalistic context

The main objective was to look at the uses to which the young child uses language every day in pre-school interaction with adults, children and materials. However, some scheme was needed so that utterances could be readily identified and coded. The scheme had to be comprehensive, so that a high proportion of the child's utterances could be successfully labelled as having a particular intellectual, personal or social function.

A search of the literature revealed two such schemes, presented in a form that could be readily tested. Both of these spring from the same

theoretical considerations, although the organisation of function differs.

1. Halliday's functions:

Control	Instrumental	"I want" in	Satisfaction of material needs
	Regulatory	"Do as I tell you"	Regulate the behaviour of others
Social	Interactional	"Me and you"	Getting along with others
	Personal	"Here I come"	Impression of the self
	Heuristic	"Tell me why"	Use of language to learn, to explore reality
Environment	Imaginative	"Let's pretend"	Reality is created; language to express thoughts
	Representational	"I've got something to tell you"	Communication of content

2. Tough's functions:

Relational (social setting) function

↓

self-assertive - closed to negotiation - recognise the other - leave negotiations open

Ideational (content) function

↓

self-maintaining function e.g., identification of self interest, setting of a condition

↓

directive function, e.g., monitoring of action, forward planning

↓

interpretive function, e.g., recognition of cause and effect

↓

projective function

predictive — imaginative — empathetic

e.g., forecasting surveying of possible alternatives

evidenced in role play

A pilot trial, using two observers for reliability checks revealed the Halliday set of functions to be more workable and easily coded than the Tough set.

On subsequent days utterances were collected and coded according to function. These utterances were then used as a basis for re-stating these functions into a form applicable to a pre-school setting. Form 9 shows one of Halliday's categories restated to fit the pre-school setting (Regulatory function).

Early in 1977, work will continue in the collation of this manual. Firstly, a great number of utterances will be collected and the function descriptors fully written. Secondly, a section on how to allocate utterances to function categories will be devised. Thirdly, methods of data collecting and analysis will be finalised. At present it appears that a combination of tape recording and observer's notes will be necessary.

Data collected in this way should provide a rich source of information. Hopefully, if the syntactic information yielded is suffiently detailed, a thorough syntactic analysis can be made to see if any structures are customarily used to express particular functions. It appears that intonation patterns may also be analysed. Moreover, examples of child/child and child/adult dialogue will be collected and these can be analysed to look for differences in quality and quantity of language.

This is an ambitious project with many difficulties still be to overcome. However, as data can begin to be collected early in the year and can continue throughout the year methods of collection and analysis of data can be successively refined. The possibilities are widespread and exciting.

Conclusion

While it is not possible within the limitations of time and manpower to test every detail of language in young children, it is strongly felt that a large selection of good quality taped reproduction provides excellent raw material for analysis. The main shift in emphasis during 1976 was from sole reliance on "test" assessment measures to an ideal of integrating results on these measures with language taken in different contexts. Moreover, material collected in the pre-school setting rather than the experimental one, provides raw material for measuring and describing "unintended" program outcomes - an important but elusive part of the evaluation design. Language is seen as essential to success for the children in the pre-school in their personal, social and cognitive aspirations. The language evaluation is the one of the few areas of the current research in Mt. Druitt that can intrinsically belong to all these areas.

FORM 9

REGULATORY FUNCTION

This category could also be described as a "control" category. It recognises that the child uses language to control the behaviour of others to meet his own ends, the supply of affection, or the according of status in the presence of peers through the attention of another peer or adult. This range of needs to be satisfied obviously provides a wide range of statements to cover the minute nuances conveyed by the category.

e.g., peremptory: Come on!
Come on, get out quick!
Look at this!

request: Frank, would you please get inside the circle.
You have to go round, like I did.

These statements all fulfil a regulatory function, in that the child uttering them hoped to modify another person's behaviour, and to provoke some kind of response. Some are peremptory commands, while others use appeals on a personal level, or examples of analagous behaviour to achieve the result required by the regulatory statement.

References

Baird, K. (1972) On the role of chance in ICP test results. Journal of Verbal Learning and Verbal Behavior, II, 474-477.

Cazden, C. (1965) Environmental assistance to the child's acquisition of grammar. Doctoral dissertation, Harvard University.

Fernald, C. (1972) Problems of control of grammar in imitation, comprehension and production. Journal of Verbal Learning and Verbal Behavior, II, 606-613.

Halliday, M.A.K. (1974) Language and the social man. Schools Council Programme in Linguistics and English Teaching Papers Series 2, No. 3.

Halliday, M.A.K. (1969) Relevant models of language in The state of language. Educational Review, 22, 1, 26-37.

Halliday, M.A.K. (1975) Learning how to mean: Exploration in the development of language. London: Edward Arnold.

John, V. & Goldstein, L. (1963) The social context of language acquisition. Merrill Palmer Quarterly, 10, 265-275.

Kraus, R.M. & Glucksberg, S. (1969) The development of communication competence as a function of age. Child Development, 40, 255-266.

Lovell, K. & Dixon, E.M. (1967) The growth of the control of grammar in imitation, comprehension and production. Journal of Child Psychology & Psychiatry, 8, 1, 31-40.

Menyuk, P. (1963) A preliminary evaluation of grammatical capacity in children. Journal of Verbal Learning and Verbal Behavior, 2, 429-439.

Robinson, E.J., & Robinson, W.P. (1976) The child's understanding of communication. Papers E.P. 1-7, Macquarie University.

Tough, J. (1972) Children's use of language. Educational Review, 26, 166-179.

PRE-MATHEMATICS IN PRE-SCHOOL, A CONCEPTUAL APPROACH, TO COMPLEMENT STANDARDISED ACHIEVEMENT TASKS.

INTRODUCTION

Many problems are inherent in the design of an instrument to test mathematical thinking at this early age. One is to separate mathematical from other kinds of thinking, at a stage when action, language and logic converge upon specific, often isolated experiences, and where there are no distinct contextual boundaries. The presence of spatial terms, prepositions and conjunctions, for instance, in the young child's vocabulary, may not suggest any communality of meaning. Each word may have a specific referent for each child, or the classes of events which they represent may be so small and so particularised that overlap of experience may be minimal. Fortunately the pre-school context provides many opportunities for describing the child's actions in a number of ways, and one of the ways which may provide evidence of communality of meanings, is the study of the communicative process.

The philosophical basis for this battery of tasks, labelled "pre-maths", derives from Piaget's work, which focusses upon the nature of the errors made by children, and the relation of these errors to development in logical thinking. The tasks borrow freely, with some modifications, from his work on Number (1952), Geometry 1960 and Growth of Logic (Piaget and Inhelder 1964). Other sources are Kamii (1971) and Bruner (Bruner, Olver and Greenfield, 1966). In addition, mathematics texts prepared by teachers who have applied research in school setting have suggested practical embodiments of theoretical notions (Nuffield Foundation, and the Association of the Teachers of Mathematics).

It is recognised that this set of tasks is neither exhaustive or comprehensive. Time constraints, and the capacities of children and in some cases, mothers, to tolerate multifarious tests, have reduced the number of items and some philosophical reservations have affected selection priorities.

The reservations arise from the questions:

1. What is the usefulness of being able to describe in a number of ways, the type of thinking of any given child, unless some intervention is appropriate and desirable?

2. What is the likelihood of successful intervention in the growth of logical thinking, following the collection of such data?

While the research described in this paper might make some contribution to the overall description of young pre-school children, such an aim might be considered to have low priority for the Mc. Druitt Project. On the other hand if it was found that there were program differences in the developmental status of the children on these tasks, this finding would be an interesting one and would have some consequence for the second question as well as the first.

Even after many attempts to realise Piaget's findings in curriculum terms (Head Start for instance), little is really known about specific interventions with specific consequences. With the exception of the Cognitive Program (See p.87), none of the Project curricula attempt to accelerate the type of development described; although two programs, the Behaviourist and the Competency Programs, have goals with specific behavioural outcomes related to some of these measures. Program differences in scores would be valuable evidence for refuting the claim that cognitive structures, of the type which Piaget describes, cannot be induced by external means.

In this battery of tasks no major 'stage' predictors are used. The focus is on elements of larger structures, and thus follows the pattern of the most recent developments in neo-Piagetian research (Bearison 1969, Brainerd and Allen 1971, Steiner 1974, to name a few), except that it takes a broad sweep of the possibilities, while other studies concentrate on a specific structure and attempt to break it down into its smallest components. The logical follow up for a battery of tasks such as these would be to take one, and develop it in depth, with as many variations as are appropriate to shed light on the order and conditions in which micro-components of concepts are acquired. At this stage there is not enough evidence from the research, to make such a selection for this age group.

Thus the answer to the questions raised seems to be that there is some usefulness in collecting the data for descriptive purposes, both for the children involved in the Project, and for the possibilities of further research in depth. That there may be some incidental information to be obtained about environments favourable for learning logical structures, is an additional justification.

DEVELOPMENT OF THE INSTRUMENT

Home Base teachers, who have no curriculum priorities in favour of these specific conceptual understandings, and who have many opportunities for activities with individual children, assisted in the choice of items, from their own experience, and from texts mentioned about (Nuffield). Program Assistants then compared these practical selections with theoretical choices and attempted to do justice to both. There was a fair degree of overlap, so the task was not a difficult one. Far more difficult was the embodiment of the concepts into games which would motivate and involve children of three and four years of age. The original pilot study with twenty children took place in Home Base and Cognitive programs, and the environments were so different that this also had to be taken into account in the design. Home Base mothers were inclined to get involved in the test, since they were accustomed to involvement in home visit activities. This was overcome by presenting the task as a diagnostic one, about which mothers were consulted after the event.

PROCEDURES

These will be found in appendix H.

ADMINISTRATION

Variations in administration mainly referred to context in which the tasks were administered, whether in the administration section of the pre-school, or in the child's own home. In the pre-school setting the whole test was broken up into segments so that the child was not absent from general activities for more than about 20 minutes at any one time. At home, the child had less distractions and was more likely to co-operate with the experimenter; perhaps because the situation did not differ greatly from the home visiting session except that all of the sessions were conducted by the program adviser and not the teacher. Thus it was possible, with the game-like nature of the test to keep the child well motivated for up to an hour, and thus to complete all tasks.

RESULTS AND DISCUSSION

Since this was an instrument testing and modification pilot study, no data is given which indicates group results. Task by task the following comments indicate the modifications which will be made for 1977.

1. Equivalence

This task was the most time consuming, because the children spent a long time examining the items, and playing with them. It was also differently received in the Cognitive and the Home Base Programs, and this was hotly debated by the experimenters involved. There seemed to be a number of reasons for the difference, some being related to the context (physical) and the Program (ideational environment), and others due to different approaches by the two experimenters. When the latter were sorted out, the former, which were still evident, seemed to suggest that the program was having some effects on the children's classification styles. This needs further investigation, and since other aspects of the results were interesting it is intended to incorporate this task in the new instrument, with some changes in the number and nature of the items. It was also decided that enactive responses (that is, responses based on action, for instance a child placing an egg in a saucepan, or pretending to light a cigarette with a match) were acceptable, after every attempt was made to elicit a verbal explanation. Coding of the responses was based on the work of Olver and Hornsby (Bruner, Olver and Greenfield 1966), but since our subjects were two to three years younger than their youngest group, few of their categories were applicable. Grouping by syntax was not always possible since many children gave one word responses, but it was generally possible to allocate the responses to a category on a sematic basis.

2. Sorting Logical Groups

The children found these geometric shapes pleasant to work with apparently because of their small size. Having the boxes available helped to structure the task so that it was less difficult for this age group than might have been predicted from the results of experiments by Piaget and Inhelder (1964). Generally, the criterion of colour was chosen first but children of colour was chosen first but children often

made sub-sorts according to size or shape, but not in any systematic fashion. Several children were capable of very flexible grouping and it would seem that this kind of sorting is responsive to training, based on critical feature identification.

3. Completion of a Matrix

This test was completed in either of two ways by the children tested -

1. the intended response, which was a multiplicative one based on the recognition of membership of two classes at once,

2. the unintended response, apparently a learned response derived from a matching game, called 'picture lotto.' In this case the child simply covered the existing picture with another, which seemed to match, and left the empty spaces vacant.

In 1. there were two possibilities and both appeared logical; although one was preferred in the paradigm. The preferred response was one which involved the correspondence of items at two levels e.g. a shirt with a shirt, and trousers with trousers. Some children made a diagonal rather than an orthogonal arrangement. Since this test was apparently contaminated by the lotto game, and since the responses were difficult to score consistently, the task was abandoned.

4. Seriation

Results indicated that the materials needed to be prepared more carefully. The ease of response to the task depended on the actual differences between the objects to be seriated. Following the Kamii method which suggests that the series be broken up into more manageable chunks by taking alternate 'dolls', the approach seemed to bring the task within reach of many more children. Some variation of stimulus material to allow some manipulation of the relations between series items seems to be well worth pursuing.

In contrast, the majority of children put the weight series in order "intuitively" without waiting for instructions. There were others who were more interested in the contents and explored the objects rather than arranging them. The latter was the problem with the quantity series, which were therefore discarded.

5. Measurement in Units

The chief problem with this task had to do with the setting up of the conditions, mainly the communication of the understanding of the boundaries of the towers made from the blocks. If a large box was used on which to build the experimenter's tower the child could legitimately decide that this was part of the tower and that equalising the heights was all that was required. It seemed important that the conditions be standardised over a variety of environments and that tables of different heights were less likely to be regarded as legitimate building materials than were boxes.

6. Games involving number Patterns

a) Division

Although one of the most interesting and involving tasks, this set of instructions proved too difficult for many of the children. Most children lost the verbal message while experimenting with the materials. However, several did succeed. Therefore, it was a discriminating item, even if difficult. Two kinds of modification are intended. One is a revision of the instruction with minor changes in the materials, so that the verbal message is easier to process and to remember. The other is the addition of a broader band of number games. An example is provided in the following paragraph.

b) Addition

A simple wooden truck is equipped with axles but not wheels, and several sets of wheels which can fit the axles are available. After fitting the truck with the appropriate number of wheels the task is to allocate, in a pile, enough wheels for another truck, and another, and so on.

c) Number Correspondence

Again the manipulative aspect of this task proved fascinating to many children. They made spontaneous correspondence by unscrewing caps and placing a straw inside each bottle. This led fortuitously to the use of these materials for an ordination task. The caps were placed in front of the bottles and then displaced slightly so that they were out of correspondence. The child was asked to choose the cap "that belongs to this bottle". End positions were easier for allocating relations than were middle positions, as predicted (Piaget 1952).

Counting correspondence is the only item with the central notion of conservation. The aim here was to see whether children either used counting skills to check on numbers of displaced items, or were sufficiently supported by the configurations they had just made, to conserve the number correspondence. There was a range of responses which, at this stage, is inconclusive.

7. Time Sequence

a) Correspondence of movement and counting

This was a very interesting task to administer because the children responded in ways which indicated that they had difficulty inhibiting their 'natural' rate of counting to correspond with the movement of the wheel. The best attempts were made by children who involved themselves actively by movements such as revolving the head each time the wheel revolved. Even so, counting limits were not clearly understood by children who clearly measured the wheel movement with their own movements as units. Number 'one' was the starting point and some children showed a need for closure by saying 'four' at the end of the third revolution.

b) Picture/Story Sequence

This was either too easy for the children, or else they were distracted in a few cases by some detail in the materials which may relate to their common use, for other purposes, in the pre-school setting. A new set of original pictures is clearly needed.

8. Spatial Ordering

a) Structured Materials

Variations in the presentation of this task yielded different results. In particular, the child was most likely to copy the spatial arrangement if the series of discs was placed close enough for him to make one to one correspondence. Standardisation of the procedures, together with variations of difficulty level, are intended.

b) Environmental.

Since this array represented a routine for the sessional pre-school children, but not for the Home Base children, it did not differentiate on spatial awareness as much as routine learning. Alternatives are in pilot stage.

CONCLUSIONS

Modifications to the existing tasks can take a number of directions and choices need to be made in the light of the goals of this task battery. It might be interesting to take a set of classification tasks, for instance, and to vary the stimulus materials, and the complexity of the tasks in order to establish a hierarchy of difficulty for this age group. Having in mind that the test is intended to provide additional dimensions to the 'all round' picture of each child in his/her learning environment, it seems preferable to retain the wide scope of the instrument, and to modify the tasks for the purpose of increasing the child's comprehension of what he is supposed to do. This does not mean that the materials should be simplified to the degree that the task is watered down for the consumption of very young children. It does mean that the method of presentation and the verbal instructions should be made as clear as possible, so that the child is being assessed on his capacity to do the task and his method of doing it, not on his capacity to interpret difficult instructions. The fact that this is a problem which has beset the experimenter in the field of child development, from the beginning, should not discourage him or devalue the attempt.

PRE-READING MEASURES

Many pre-school programs, either implicitly or explicitly, provide language experiences which have been traditionally labelled "pre-reading". While unceasing debate has continued over the ways by which children are "best" taught to learn to read, there is less argument over the experiences considered to be of importance for children to come in contact with before reading is introduced. Within this group of experiences labelled as "necessary pre-reading", the argument centres not so much on what kind of experiences should be provided, as on when they should be provided.

At the pre-school age level in Australia there has been surprisingly little attempt made to provide direct instruction for children in this area in spite of direct and indirect pressures by parents. While we would hope that such pressures will continue to be resisted for pre-school aged children, we nevertheless judged it to be important for the children to be evaluated on their pre-reading competencies at their age of entry into kindergarten. There were three reasons for this view. First, it would enable a direct comparison to be made on such specific measures between the children who had attended pre-school and those who had not in order to provide some evidence of the value of the pre-school programs in preparing children for reading. Second, it might provide useful diagnostic information about an important skills area and thus could be given to the child's kindergarten teachers. Third, such information has the potential of providing a data base to serve as a means of investigating potential sources of early reading failure, especially if children's reading performance and behaviours were to be closely monitored in subsequent years.

An examination of the content of standardised pre-reading tests has revealed a surprising lack of consensus regarding the variables to be measured by pre-reading analyses. While many analyses offer correlation coefficients of about 0.7 between scores on such tests in kindergarten and subsequent performance in first grade, their later predicative abilities are not of a higher order.

The pre-reading analysis used in gathering the base-line data, (the Murphy-Durrell test), has been considered by most authorities to be a more reliable test than many and because of time constraints, was administered to the children. However, there was considerable disquiet on the part of Project staff that the variables included in this test did not gather sufficient information on a wide enough sample of variables to be really indicative of the children's reading performance.

Our aim was to develop a measure which was economical of time and effort considering the ages of the children to be tested, yet which would provide information on a wider base than traditional tests have hitherto done. Based upon Smith's (12) psycholinguistic model of the reading process, a measure was sought which would cover the areas of language, visual perception, familiarity with books and reading materials generally and general cognitive functioning. Such a measure would give us some information about these areas in such a way that

---

(12) Smith, F. (1973) Psycholinguistics & Reading, New York: Holt, Rinehart and Winston.

the broader evaluation of the child's reading background than is traditionally gathered, would be provided.

The search for such a measure was considerably helped by the unpublished work carried out by Roger Austin in South Australia. Austin had developed a measure of what he terms "Cognitive clarity in the beginning reader". This measure had been trialled on a restricted middle class population at the kindergarten level. It collects information about the child's orientation to literacy, his perceptual and discriminatory competence, linguistic competence and interpretative competence. Its presentation in an essentially "game" format and the consequent ease of administration promised to be an asset. (See Appendix I)

Following discussions about Austin's instrument with relevant university staff with skills in the field of reading, a modified version of the instrument was developed and trialled on kindergarten children in the Mt. Druitt area at the end of 1976. This trial suggested that the instrument would, with some slight modifications, be suitable for our purposes. The task now remains to administer this instrument to a sample of kindergarten children to correlate performance on this measure with performance on the Murphy-Durrell early in 1977. The validity of the various parts of the instrument can be determined by triangulating the various scores with scores obtained on other instruments.

BEHAVIOUR INVENTORY

PARENT EXPECTATION-PERCEPTION OF PRESCHOOL (PEPI)

An important focus of the Mt. Druitt Early Childhood Project is parent and community awareness and acceptance of the programs. In several ways information is being sought to provide feedback for teachers and program staff to guide them in the implementation of strategies for both curriculum development and parent contact.

Goals and objectives for the program are derived from theoretical models but their relevance to or concordance with parental values cannot be presumed. The usual parent-school interaction provides some indication of parental perceptions of the schools but this is hardly a sufficient method for obtaining information which would allow policy decisions to be based. The complex network of parent-teacher relations as well as the selectivity of incidental comments necessitates some structuring and sampling procedures.

As the four pre-schools are run on a sessional basis, parent-teacher contact is broadly based. As the children are young and are usually brought to and collected from the pre-school by a parent, the constancy of the contact is increased. Further, as the pre-schools have a direct policy of involving parents wherever possible, the perceptions expressed may be more reliably based.

The pre-schools have attempted to introduce activities for contacting parents regularly through parent associations and film/discussion meetings as well as through the usual evaluation-progress interviews. But again, as useful as they are, these opportunities are rarely appropriate for or conducive to an examination of the school's aims and procedures.

The present Project aimed to contact parents at the beginning and end of the year to enable them to comment upon their expectations of their children's pre-school experiences. Further, the opportunity was taken to have parents report on their perceptions of their children's pre-school experiences, noting any changes that may have occurred. Such perceptions or possible changes may reflect the objectives of the programs and give some indications of unintended effects from the parents' perspectives.

BACKGROUND TO THE PRESENT STUDY

During the orientation program held in 1975 at Macquarie University the teachers indicated the possible usefulness of knowing parents' perceptions of their children's behaviour and their expectations for changes in their behaviour. Although some parents initiate direct contact with teachers over specific concerns they may have, this does not provide a comprehensive overview of parents' perceptions of their children. It was decided therefore to ask parents about their perceptions of their children in relation to their expectations and perceptions of pre-school utilising an interview-questionnaire technique.

The questionnaire was developed from a previous draft devised by Burns et al. (1975) and an additional child behaviour inventory for parents to complete added.

DEVELOPMENT OF THE INSTRUMENT

i) Parental Expectations and Perceptions

A pilot form was prepared for a sample of Mt. Druitt parents which incorporated the perspectives of mother and child benefits from pre-school attendance. The open-ended question was also relocated to begin the interview to tap parents' immediate reactions. This method enabled a discussion situation to be developed which put the respondents at their ease.

In the pilot form the responses to the open-ended questions were diffuse; parents generally thought the child's social and emotional development was the most important aspect of the pre-school experience:

> "S/he doesn't have enough company at home in the right age group; S/he is bored at home; S/he needs to get used to being with other children; S/he will benefit by a break from mother; S/he needs to become more independent."

General school 'competence' and specific skill reasons were the next most frequent reason cited:

> "S/he will find it easier to fit into infants school next year; S/he will do better school work next year; S/he will learn better to follow rules."

Very few reasons from the mother's point of view were given:

> "I needed a break from the child's company (3% of responses); I find the child difficult to handle (3%), I needed more time for others in the family (2%)."

Responses to the 25 structured items showed that 90% of parents thought 'preparation for school' and the need for 'new experiences' were most important. School competencies were also very important. More than 80% of parents thought learning to follow and obey rules to be important. Specific academic and social skills were the next most frequent reasons given (60-70%). Most (75%) did not need a break from their child and more (85-90%) did not need more time for others in the family or need some minding while they were at work.

Based on the pilot study some dissatisfaction was felt with the way items had just been added to the format and further rationalisation of the complete interviewing procedure followed. The inclusion of a profile of parents' perceptions of children's behaviour needed to be related to expectations of changes (benefits) in the behaviour over the pre-school year. A broader format incorporating fifty behavioural items to be rated as perceptions and then re-rated as expectations was developed.

ii) Parental Behaviour Inventory

The "Parent Behaviour Inventory" covers broad developmental dimensions (see Appendix J). These represent areas of parent interest and expectations in the pre-school context and include cognitive, affective and psychomotor areas. However, to generate items the developmental areas were thought of in terms of competencies and styles - cognitive, personal, social and physical. In this way items are often a conjunction of skills and styles representing contextually valid behavioural descriptions rather than theoretically distinct variables. For example, 'gets attention in the right way' and 'knows when things are not right' are items which are meaningful in a general developmental sense to parents. They are not necessarily linked with a pre-conception of school related skills and therefore allow parents to indicate their priorities for behaviour change in a more genuinely developmental sense.

The items were randomly ordered and parents were asked to rate them (1 through 4) as descriptors of their child's behaviour. Next, the items were represented, in inverse order, for them to indicate those behaviours which they thought most important for pre-school to develop. In the post-test form parents were asked to indicate those behaviours which they thought had been changed by their child's pre-school experience.

A subsequent section was the same as for the draft, with 25 items representing the most important reasons for pre-school enrolment for both the child's and mother's benefit.

SAMPLE AND METHOD

Twenty parents were selected at random from the four pre-school centres, ten from each session.

SAMPLING

	Dawson		Whalan		Mt. Druitt		Madang	
Session	AM	PM	AM	PM	AM	PM	AM	PM
N	10	10	10	10	10	10	10	10

The instruments were administered to parents within the child's first two weeks of enrolling in the pre-school in February. The second form was administered in the last two weeks of November, to the same sample. Parents received a letter asking them to confirm an appointment made for them at the pre-school for the interview. Each interview lasted about 15 to 30 minutes. Those parents unable to keep the appointment were given another or asked if they could be interviewed at home. Interviews were conducted by a post member of the Project teaching staff, who happens to live in the locality. The interviews were held in the

administration block of each pre-school in a lounge area in an effort to create a comfortable, easy environment.

Parents were co-operative and almost all selected attended the interview. They thought the purpose of the study was worthwhile and seemed pleased to take part. In fact, some parents not selected were disappointed at not being able to participate.

Of the 80 interviewed in February only 34 completed the interview in November as measles and chicken pox was rampant at the time and mothers had to stay home.

RESULTS

Frequencies were calculated for responses to all items within and across groups. For pre-post comparisons only the sub set of respondents to the February form who also completed the November form were used (N=34).

Results are first presented in rank order and then re-ranked to indicate those items for which there was the greatest change over the two administrations.

1. Open-ended Responses

The open-ended responses to pages two and three of the schedule were taken together. The final question asked of the respondents was "As a parent, what would you say were the most important reasons for sending your child to pre-school?" General patterns among the responses were clear and easily formed into categories. The frequencies of the categories were first ranked separately for schools and then pooled. (See Table 13)

The February responses which were expectations saw most parents thinking that pre-school should provide opportunities for their children to play and mix with other children. They also saw it as the place for preparation for school either as an easier introduction ("half day sessions, reduce stress, get used to routine") or in terms of developing school competencies ("speech, academic skills"). Many thought pre-school should introduce children to new experiences and materials. About 20% saw discipline as important.

In the November sample the perceptions reported by many parents were that their children played and mixed better than earlier in the year. About half felt their children were now used to school. Some saw their children as more 'interested in things' and 'more aware' than they were before. About 30% said children were more 'grown up and happier'. They could also speak and communicate better. Some found their children to be more independent, confident and less shy and others 'more obedient' and 'well mannered'. On the other hand, some said pre-school was responsible for more rowdy behaviour and greater questioning of adult decisions.

The second open-ended question centred on the benefits to the mother of enrolling their child in the pre-school. Again the February sample

TABLE 13 Open Ended Responses

CATEGORIES	February (N=80) FREQUENCY	CATEGORIES	November (N=34) FREQUENCY
Play with others, mix	75	Plays, mixes	20
Preparation for school	53	Preparation for school	16
Independence	30	Independence	6
New experiences	27	Discipline	2
Company	15	Communicate/speak	9
Discipline	15	Enjoyment	9
Communicate/Speak	14	No shyness	4
Boredom	12	Shares	4
Academic	12	More interested	12
Enjoyment	8	More "grown up"	10
Loneliness	7	Likes school	6
Shy	7	More confident	5
Problems	7	Cope with P's absence	3
Trained Teachers better	3	Benefit of adult contact	3
Go to school, like other kids	3	Relationship with child better	3
		Easier to occupy	2
		More questioning	1
		Answer back	1
		Overcome problems	1
		Rowdy	1
		Well mannered	1

reported expectations and the November sample perceptions. (see Table 13) Mothers expected little benefit for themselves in sending their children to pre-school. Only a few said they needed time to themselves or a break from their child, although they did rate separation, from the child's point of view, to be quite important.

In the November response some mothers said they had more time to themselves and had time for younger children. Some thought pre-school had upset their routines.

The open-ended sections did not produce as much information as hoped for. Parents tended to comment briefly or focus on a single point. Although specific benefits were not spontaneously coming most parents thought the pre-school experience was a 'good one' for both their children and themselves. They found the teachers 'nice' or 'helpful' and the school generally positive and 'friendly'.

2. Behaviour Inventory (Page 1)

This inventory asked parents to ".... rate how well the statements describe your child. Parents typically see their children as socially competent, somewhat independent and few negative behaviours were described.

Of the 50 items only five items showed negative change from pre to post forms. The magnitude of the change was slight. One item (50) differed by two points on a four point scale while the other four differences were one point. This indicates a generally consistent, positive assessment by parents of their child's behaviour over the year. Twelve items showed some considerable changes and are set out in Table 14.

TABLE 14 Items showing most change, February - November

Change	Item (Page 1)	
Pre-Post f	No.	
11	8	Knows left from right
9	1	Writes words
8	30	Speaks clearly
(-)8	44	Careless with toys
7	15	Can explain things
6	48	Approaches adults easily
6	49	Names letter shapes
6	33	Knows rhymes
5	7	Concentrates on things
5	17	Makes things
(-)5	45	Cries when parents leave
5	47	Climbs

TABLE 15 Open Ended Responses - Mother Benefits

"What do you think are the most important benefits for you in enrolling your child in pre-school?"

CATEGORIES	February Sample (N=80) FREQUENCY	CATEGORIES	November Sample (N=34) FREQUENCY
Time to self	7	Time to self	7
Time for other children	3	Time for other children	2
Rather child stay at home	3	Child calmer	2
Separation is good	2	Prefer all day session	2
Learn about children	2	Better able to cope	1
Help in coping	1	Help from teachers	1
Helps routine	1	Travel tedious	1
		No real benefits	1
		Mother happier	1
		Upset routine	1
		Interest in preschool	1

The next section asked parents to rate their perceptions of change against their expectations as a result of their child's pre-school experience.

Parent Expectations (Page 2)

Table 16 shows the differences between pre and post administrations for expectations/perceptions of the impact of pre-school.

TABLE 16 Ranks of Frequencies of Parent Expectations

RANK		ITEM NO.	PAGE 2
November	February		
1	1	15	obey instructions
2	2	37	ask questions
3	8	9	name colours
4	25	26	interested in stories
4	8	36	explain things
4	20	49	draw
7	4	10	cope with parents' absence
7	31	33	retell stories
7	20	38	share toys
10	8	6	use lots of words
10	3	28	play with other children
10	18	35	join with others in using things
40	45	17	name parts of body
40	45	31	balance
42	28	25	less disruptive
42	6	34	less argumentative
44	49	27	play with older children
44	45	42	run
46	36	47	play alone
47	49	5	climb
48	36	16	dress
48	41	46	use toilet
50	41	12	feed self

These changes in perception lend support to the efficacy of some program objectives for the areas showing greatest difference tend to be focal goals of programs. It is interesting to note the only 'negative' change was the level of argumentativeness. This accords with parents' perception of children 'doing things their own way', becoming more independent and confident and able to organise their own activities.

There was no obvious relationship between parents' perception of their child's behaviour and their expectations for pre-school, but certainly they dod consider some changes that do occur are the result of the pre-school experience.

Parents' Expectations (Page 3)

This section of the interview schedule was a slightly augmented version of the pilot form probing parents' expectations and perceptions of the benefits of pre-school experience. It was included as one way of establishing a reliability check on the responses (there being some redundant items). The differences between pre and post administrations were ranked. (See Table 17)

TABLE 17 Change in Parents' Expectations-Perceptions

Change Pre-Post f	Item (Page 3) No.	
16	18	learns songs
14	14	follows a routine
13	10	goes to school like other children
12	4	be more curious
11	3	take care of own things
11	15	play new games
11	19	play with new toys/equipment
11	23	find out things for self
10	13	learn to ask questions
10	6	count

These changes reflect a shift in parents' perceptions of the impact of the pre-school. 'Learning songs' and 'listening to stories' are items showing similar gains on other forms (see Table 17).

'Routines' were mentioned by only one parent as an open-ended response in this section. Many more people (more than 40%) indicated this expectation when proved but certainly saw now development in this area. Many found their children were happy to 'go to school like other children' and were more curious and 'interested to find things out for themselves'. The importance of discipline and obedience was ranked

lower than on the previous form (page 2), where parents' perceived it to be a most important benefit for their child. Most other rankings however, seem to have been consistent across the forms.

Mother Benefits (Page 4)

This question asked - "What were the most important reasons, from your point of view, of enrolling your child in pre-school?" by having the mother rate a series of responses. The results are set out in Table 18.

TABLE 18 Mothers' Expectation-perceptions of Benefits

Rank		Item (Page 4)	
Pre	Post	No.	
9	1	5	Preschool is something to be interested in
3	1	10	Trained teachers are better
1	3	8	Able to see child cope
2	4	4	Trained teachers have more to offer
4	5	3	Learn about children
5	6	2	Need to be less attached
6	6	7	Time to self
7	8	9	Some help coping
8	9	1	More time for other children
9	10	6	Able to work

The biggest change in parental attitude was in the amount of interest they found in pre-school. Ranked last as an expectation (no one in the sample of 78 marked it at all) it became the most obvious benefit for mothers. Few expected they would benefit from time to themselves but most (almost 70%) found that this time was an important benefit.

Most importantly, whereas this whole section (Mother benefits, page 4) attracted very little attention on the first administration, much greater interest was shown at the end of the year. Although mothers did not expect there to be much benefit for them, or were reluctant to disclose their hopes, they were keen to indicate the benefits they found.

SUMMARY

In open interview parents thought pre-school should offer opportunities for their children to play with other children their age, learn to mix and share. They expected benefits from the range of new experiences and facilities. They thought the time would be a happy one and would assist their child's growth towards independence. They were not

especially concerned with specific skills, but did feel the experience would assist their child to cope with schooling later on.

Generally they found the experience was as they had anticipated. Individually there was some variation, most finding problems solved or alleviated, some finding new problems to contend with.

Pre-school was seen to be directly related to some changes in the child's development during the year. Increased language skills were the most noted. Mothers found pre-school to be an interesting experience for themselves, though some had specific annoyances. They thought the teachers were competent and they felt they learned more about children because of the pre-school contact. They were relieved to find their children could cope with schooling and found they appreciated the bit of time they now had to themselves.

This preliminary investigation has identified some predominant attitudes which parents hold about pre-school and perceptions of its effects. Although data has been presented in group form some individual profiles have been analysed. These tend to indicate that parents who see their child as low in general competence compared with siblings or peers or as presenting some behaviour problems change their attitudes most significantly towards a more positive conceptualisation.

It remains to analyse the information further in terms of specific group characteristics to examine particular relationships of the last sort more comprehensively. It may be that this information supplied to teachers early in the year can intervene where conflicts in expectations or perceptions are identified and arrange for conjoint discussion, observation and involvement sessions with parents to reconcile these differences and maximise efforts in agreed upon directions.

HOME-BASED EVALUATION MEASURES

HOME INVENTORY

The first of these was the Schaefer-Aaronson Home Inventory (Schaefer, 1971) which gave measures on a number of bi-polar traits, from mothers' responses to statements about child behaviours. It taps mothers' perceptions of their children by means of general statements requiring a summative response, for instance: "Is kind or sympathetic to someone who is upset or in trouble". Thirty four mothers were questioned on this scale and their responses seemed to reflect value judgements rather than behavioural observations. Both boys and girls were rated high on considerateness and extraversion, and relatively high on task oriented behaviour. The lowest mean rating was for introversion in girls, the highest for considerateness in girls but none of the sex differences was significant. The inventory did not provide information which was useful for diagnostic purposes and therefore it was abandoned. What was required was an instrument which was sensitive to the interactive process between mother and child, and which would also reflect her perceptions of herself and any changes which might be occurring. It did not seem likely that such measures could be obtained from one instrument alone.

During his visit to the Project site in 1975, Professor Strom had suggested two kinds of "organisers" of observations about parenting and pre-school experience. He called these "Instrumental" and "Expressive". The former described the sort of competency which was valued in an academic achievement sense by society, the latter referred to the socio-affective and creative components of experience. His PAAT (Parent as a Teacher) Inventory was designed to be sensitive to both of these aspects of parenting, and it was his view that both could be observed in play.

When this inventory was tried in Mt. Druitt both teachers and mothers reacted negatively to it, and two explanations were offered. One was the number of the items in the inventory (50), and the other was related to the cultural and linguistic differences between the people of Arizona, U.S.A. and the people of Mt. Druitt. Teachers reported that mothers felt it was quite odd to have so many questions about play, especially questions that concerned the quality of language and other aspects of adult involvement in play. Teachers felt that mothers regarded play as an activity which was the domain of children, and that their own roles in this area were minimal, an interesting finding of some consequence, if it could be supported by stronger evidence than this.

Strom's view of play de-emphasises the cognitive components discussed by Piaget (1951) and instead dwells on the aspects of play which contribute to the personal development, autonomy and strength of the pre-schooler and also to spontaneity, openeddedness and social negotiation. Essentially an interactive view, it involves not just peer group play but play with parents, and with grandparents. It gives a special place to solitary play which Strom links with individual strength and creativity. Observation of play is not a passive occupation in this description. It is an active and meaningful experience both for the observer and the observed. Adults are enjoyed as play partners if they do not enforce closure, and are especially valued as play

observers. Parents who do not enjoy play, according to Strom, are uneasy because they do not know how to, and attempt to enforce rules or conditions which are not relevant. The same parents, he points out, would enjoy watching monkeys play, or a football match on television. The issue is very much one of control, and in this way Strom's theory seems to echo Bernstein (1971) in the emphasis they place on keeping options open, on making choices from an array of alternatives, in one case in play, the other in language. Mother cannot be regarded as a teacher, says Strom, unless she is given the choices and makes the decisions at all levels, e.g. what kinds of vocabulary to teach the child, what sorts of books are fun to read. What she may lack is the knowledge of the range of choices open to her. Just as solitary play develops child strength, so Mother's autonomy of choice develops mother's strength. The teacher's task is to offer her as many choices as possible, choices of language experience, interests and play styles.

DEVELOPMENT OF THE QUESTIONNAIRE PARENT PERCEPTIONS OF THEIR ROLES (PPR)

When the Strom Inventory failed to be accepted by the mothers and teachers at Mt. Druitt, it was decided to design an instrument based on the idea of presenting self-concept items to mothers and asking her to rate herself at one of three levels low to high. The first attempt was a revision of the Strom inventory at a linguistic level, that is, a mother worked with the Program Adviser to reconstruct the statements in language which were more acceptable, being more comprehensible. The inventory was still unwieldy and some of the items required considerable contextualisation before the mothers could rate themselves, Consequently the next step was to re-examine the underlying concepts of the inventory. Obviously the mothers we had interviewed were unwilling to consider the many facets of play, but they were most interested in the problem of control or management of their children, as has already been noted. An instrument which seemed to provide the dimensions we were interested in was the Emmerich (1969) study entitled "The Parental Role, A Functional Cognitive Approach". The main disadvantage was that it was a paper and pencil inventory of enormous size, prepared for an atypical group of middle class families of above average educational attainment. However the underlying concepts were relevant.

Emmerich's study has four major sections which purport to tap four aspects of parents views about parenting. These are, values, beliefs (about the likely effect of a parental behaviour upon a child), capacities to implement this, and lastly feelings about actual achievement of parental goals. It seemed to us that the possibility of enhancing the parents' self concept in terms of his own values and beliefs was the central concern of the Home-Base Program. However, the instrument in its present form was too difficult to use in the context of Mt. Druitt. Statements about actual behaviours of parents and children also seemed more likely to motivate parents to respond than general conceptual questions of the type used by Emmerich. The central notion of the new instrument, derived directly from Emmerich, was the notion of parents using certain means to achieve the ends they valued. Five such means were identified and seemed to be an exhaustive list at a superordinate level.

The conceptual organisation of this study seemed to have greater coherence than the analysis which Strom provides of his play items but Strom's item design has greater freshness and appeal. An attempt was made to

"marry" the two. First Strom's statements were recategorised within a conceptual frame more closely representing Emmerich's categories of means/ends or instrumental parent behaviours. In the design of the statements, only some of which were derived from Strom, the most difficult decisions were those which set the contexts for the very specific behavioural statements that the Strom approach demands. Selections were in the end arbitrary. The resulting conceptual grid was as follows in Table 19. The four contexts were those which were common to all families: daily routines, relations between children and adults, relations with peers, and development of the child as an individual. In each instance there was one positive and one negative statement.

TABLE 19. Matrix of Items in PPR - Child Behaviour Contents.

Parent INTERVENTION Type	Means/Ends	Routines	Adult	Peer	Self	T
	Non-intervention	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	8
	Motivation by Reasoning or Persuasion	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	8
	Modelling	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	8
	Reinforcement	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	8
	Situational Modification	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	1 +ve 1 -ve	8
	TOTAL	10 items	10	10	10	40

As the table indicates there are forty items. These took the form of statements like "I let my child choose whatever he wants to eat at any time", "It's easy to suggest things that a number of children can do together", "I'm afraid to tell him how to behave because that could make him do the opposite". Forty four parents were interviewed, and in addition to rating themselves as like or unlike the statement, they were asked how it worked for them, that is did the child eat well for instance, whatever their self rating might happen to be, on the first item mentioned.

Factor analyses have been performed on responses to the first part (I am like this) and the factors which emerge do not follow the pattern of the grid in Table 19. Instead, some items load heavily on what could be termed "positive negotiation". These were items which seemed to involve both positive attitudes on the part of the parents, and verbal means of control or else direct modelling. Other factors have been identified; one of these might be called "negative parenting" because the items suggest lack of involvement, lack of trust, and in some instances high control. Another has been labelled "anticipation of socially distressing consequences and avoidance" and fits the pattern of the anxious mother. The items are at present under revision for later trial and it is expected that further analysis of the existing data will shed on the direction the revision should take. Since there

was an opportunity to record the parent's responses to some probes at the start of the interview, it will be possible to look at the relationships between the self-concept analysis and these responses. They concern the values parents put upon parenting and their notion of the ideal child.

At this point the most interesting result has been the response of parents, especially fathers, to the opportunity to participate in this interview. The parents of one boy said they had never thought about some of these issues before and were interested in the differences and similarities of their responses to individual items. Some parents seemed to be giving the socially conforming response, but overall there was sufficient diversity of items for individual patterns to emerge in ways which teachers found had face validity in terms of their own observations of the same families. All of these interviews were conducted by the same interviewer who was not a teacher.

THE EIGHT BLOCK TEST (HESS, 1966).

It had been intended from the beginning to incorporate this well known test of mother's communication skills, from the very early days of the program, but it was not given a trial run until November, 1976 due to many problems in the development of the program, and the time consuming nature of this type of test. It is an instrument which is central in the evaluation of the Home Start Project in the U.S.A. (1976).

The task is of very simple design but the possibilities for analyses are enormous. Materials are a simple set of blocks which vary in dimensions of shape, height, colour and mark. There are more than eight blocks but the basic eight are a complete set for the purposes of teaching the classification principles. First the mother is taught by standardised procedures until it is possible for her to state the double rule "they go there because they are short (or tall) and have a cross (or circle) on top." Shape and colour are irrelevant features but do act as distractors in the next step when the mother teaches the child the same sorting principle. She is told that she may use any method she wishes to teach her child just as long as she can get him to the point where he can correctly place an extra block, held in reserve by the experimenter. This test requires not only that all conversation be taped but that there is an observer who can note the moves made and any gestural communication, as well as describe the context. Both teachers and program assistants acted as experimenters in the trial period. Data was not analysed, the purpose of the trial being to familiarise the staff with the test procedures before it was used in a pre-test post-test way in 1977. Usually the teacher taught the mother while the program assistant acted as observer. Teachers learned not only that they did not themselves teach well in this experimental situation, but also that mothers were vastly different in teaching styles. They commented that they wished they had had this information earlier in the year, so that more direct help could have been given to the mother. Thus the eight block test proved to be a formidable diagnostic tool for this program, even before any analyses were done on verbal transcripts.

TEACHER OBSERVATION OF PARENT AND CHILD (TOPC)

Reference has already been made to this observational instrument (p.125) but discussion mainly centred around choices of objectives for individual lessons. The purpose of TOPC is much wider than this. It evolved from the Teacher's Subjective Checklist of observations discussed on p.125. Obviously, the categories were non-specific and open to a variety of interpretations. It was difficult also to rate some of these interpretations on a quantitative dimension. When the sessional pre-schools adopted PROSE as their observational instrument it seemed important to Home-Base team members to be able to make some of the same sorts of statements about their interactive processes. Important differences existed between the two contexts which could not help but alter the quality of the observations, as well as necessitate the development of some additional categories, the dropping of others. An observer taking time controlled behavioural observations is very noticeable in the home context, and both mother and child could be expected to react unfavourable. The alternative was to train teachers to make observation of a much more specific type than heretofore, and to formulate some notion of the frequency of their occurrence during the time space of one home visit. Teachers were consulted about the design of the instrument and suggested some modifications. Each record sheet contained 128 categories of observation, and an additional section which described the context, the lesson, goals, the materials, and any unusual events. Even though this was presented as a check list and the teacher simply circled a dot indicating the relative frequency of each behaviour during the hour, it was nevertheless a task which made demands on memory, on interpretation, on accuracy of observation and probably many other human capacities. It was administered about once per month to each family in lieu of a case record over a period of about four months in late 1976, and during this time several training sessions took place using video tapes of the teachers at work with various families. Modifications were made not only to categories of behaviour but to their definitions which were argued with some heat. Less emphasis is being placed however, on inter-rater reliability than the individual teacher's capacity to keep a full record of the interactions of the hour, so that changes may be noted over time, and perhaps differences in response patterns put to diagnostic use. Teachers are not very confident in this instrument although their discrimination of behaviours is acquiring greater precision.

A statistical count of responses on eighty of these records has suggested some revisions and some ways of using the data during 1977.

LANGUAGE TUTORIAL POSSIBILITIES

At the beginning of 1976 working relations had been established with the Health Commission Staff at the Polyclinic. One of the most interesting and productive was the team work with Speech Therapists, who were prepared to assist teachers by providing programs for children who were referred to them for diagnosis. The regular times of the home visits, and the accessibility of the home to teachers, made them ideal persons to carry out such programs because speech therapists were more often tied to the clinical context and the time they had available for individual work was limited. As the economic situation reduced the staff at the Polyclinic even further, this guidance was not available

as frequently, or as immediately as desired. Finally, the departure of both Speech Therapists threw Home-Base on its own resources. Through consultation with another Speech Pathologist a program is now under construction which allows the teachers to develop profiles of the syntactic development of individual children. It is a system based on the work of Laura Lee (1971) who not only devised a developmental scale for children for these early years, but set out complete models of tutorial exchanges which are designed to elicit specific syntactic responses from children. First a collection is made of utterances of the child. When fifty or more such utterances are available they can be scored by the teacher for the presence of structures of syntax, and a rating developed simply by the addition of occurrences divided by the number of utterances. These ratings can then be compared with norms on a master graph and the child's level of syntactic development for age is thus diagnosed. Lee's research, which is clinic based, suggests that development in children can be accelerated by a series of very short, but regular tutorials, and their personal nature makes them suitable for the Home-Base program. Mothers who do not talk a great deal with their children are more likely to respond to specific suggestions for three to five minute exercises twice a week, and then perhaps daily, than they are to the general encouragement "Try to talk more with your child". What the Lee model does not offer is assitance with phonological components of speech immaturity. These will still require the help of specialists.

PLANS FOR 1977

The general direction of these is evident from the above discussion of the evolution of the model. The chief emphases will be:

1. Improvement in diagnostics, both in quality of instrument and in timing.
2. Enlargement of the community involvement component, not by increasing the burden on the Home-Base teachers but by motivating other staff and community members to undertake a more personal style of interaction with parents at all levels.
3. Closer understanding by the host school of the values, objectives and priorities of the Home-Base program.

PART D

FUTURE DEVELOPMENTS

SOME FUTURE DEVELOPMENTS AND PROBLEMS

Experimentation and the generation of alternatives within the public school setting, together with their evaluation, may be seen as the major goal of the Project. With such a goal it is possible to indicate some successful and promising practices that have been developed, but equally so is it possible to indicate initiatives that have not been followed up or adequately developed. Partly the failure to achieve all the objectives that the Project staff aimed for may be attributed to the complexities of the original Project goals. While the Project staff would not wish to modify the thrusts suggested by the original goals, it may well happen that some of them will take longer to accomplish than others. Conjointly some of the goals may not be accomplished as the environmental and organisational factors operating within the area may not be susceptible to the changes necessary for the accomplishment of them all.

Generally a great deal of satisfaction has been accomplished with the establishment and consolidation of all the five programs. Continuous refinements will continue to be made but the programs have settled down well within the pre-schools. What is needed now is to develop, in consultation with the school staffs, ways of continuing the programs through the upper grades of the schools. Initial overtures have been made in this regard but more comprehensive attention has to be paid to this objective. The expressed sentiments of the current school administrators give [redacted] encouragement in our endeavours towards the attainment of this objective.

The activities associated with the Project in the area of community involvement and providing courses for high school students while encouraging, need review. At present there is a lack of clarity within the community about the objectives of the program and the administration of it. Emphasis has to be re-directed towards the parents having a greater determination over the program's roles and functions.

Frequent mention has been made of the varying degrees of success in involving the parents in the programs. There is no doubt that most parents expressed satisfaction with the Project's activities but increasing attention needs to be paid towards the attainment of greater community involvement. Many alternatives have been suggested ranging from the involvement of the teachers in home visitations, to throwing all of the responsibility for achieving greater involvement if it is thought desirable, on to the parent groups. The resolution of this problem has to receive top priority in 1977.

Other problems concerning evaluation activities, have yet to be overcome, but we believe that it is only a matter of time to achieve success in the attainment of the evaluation objectives. Without doubt 1977 is going to be a busy year in the evaluation context, for it is this year that the major data gathering activities are to be carried out.

We hope 1977 will be as fruitful and enjoyable as 1976 with fewer frustrations occurring.

APPENDICES

APPENDIX A

CONFIDENTIAL

MACQUARIE UNIVERSITY

SCHOOL OF EDUCATION

MT. DRUITT PROJECT

TEACHER INFORMATION QUESTIONNAIRE

Teacher's Name: .....

Home Address: .....

.....

School Address: .....

.....

School 'Phone No.: ..... Home 'Phone No.: .....

****

Please answer all the questions on the following pages. The questionnaire is designed to elicit your honest opinions about different educational practices and beliefs that may be held about early childhood education. Consequently, there is no right answer for any one question.

Naturally all responses will be treat confidentially.

Thank you for your co-operation.

****

MACQUARIE UNIVERSITY

SCHOOL OF EDUCATION

MT. DRUITT PROJECT

TEACHER INFORMATION QUESTIONNAIRE

SECTION A: Teacher Data:

1. Formal Training (check one) .....

   2 years teachers college .... 3 years teachers' college or C.A.E. .....

   4 years university ..... 3 years university and 2/3 years Teacher's College .....

2. Where were you trained? .....

3. Highest degree or diploma received (check one)

   Teacher's Certificate .....

   Teacher's Diploma (C.A.E.) .....

   Bachelor's degree + professional teacher training .....

   Master's degree or above .....

4. Marital Status .....

5. If you could have more training for your present job what would you want it in? (check one)

   Psychology and child development .....

   Learning disabilities .....

   Language, reading .....

   Subject matter .....

   Other (specify) .....

   None .....

   How long have you been teaching? .....

****

MACQUARIE UNIVERSITY

SCHOOL OF EDUCATION

Answer the following questions by marking YES or NO -

		YES	NO
6.	Was teaching your first choice as a profession?	...	...
7.	If you had it to do all over again, would you enter another profession?	...	...
8.	Do you think the families of the majority of children in your class are supportive of your efforts as a teacher?	...	...
9.	Do you think too much of your time and energy has to be diverted to activities other than helping children learn and develop?	...	...
10.	Is there another school or centre in the area where you would rather teach?	...	...
11.	Would you rather teach older children?	...	...
12.	Do you think the school or centre administrators are generally supportive of your work?	...	...
13.	Do you feel that your community assigns low status to pre-school and infant teachers?	...	...
14.	Is there a need for aides or other helping adults in your classroom?	...	...
15.	Do you generally find the fellowship of other teachers and adults in your school or center rewarding?	...	...
16.	If you didn't have to teach next year, would you?	...	...

...../

MACQUARIE UNIVERSITY

SCHOOL OF EDUCATION

Educational viewpoints (17-56).
Here are some ideas that different people have about pre-primary children and programs.
For each one, mark -

A - if you tend to agree with the statement

D - if you tend to disagree with the statement

? - if you can't decide whether you agree or disagree.

	A	D	?
17. The pre-school or kindergarten should be more concerned with social-emotional development than with intellectual development	...	...	...
18. It is too early to encourage children to start reading at 4½ to 5½	...	...	...
19. One or more parents should participate in class activities almost every day	...	...	...
20. It is important to include a number of activities about children's own cultures and ethnic groups in pre-school classes	...	...	...
21. Classroom visitors, however well meaning, tend to distract the children and disrupt class activities	...	...	...
22. Children should be encouraged to tell the class or teacher about incidents that happened outside class, even if personal family matters are sometimes revealed	...	...	...
23. Boys generally have more trouble learning language skills than girls do	...	...	...
24. Children should be corrected if they fail to speak one at a time in a group setting or if they do not wait their turn to be called upon	...	...	...
25. The teacher should praise children often for neatness in appearance or work	...	...	...
26. Children should have assigned seats and places for at least part of the class day	...	...	...
27. Most of the objectives of pre-school education are too intangible to measure or test	...	...	...
28. There is a need for many more male pre-primary teachers	...	...	...
29. Disadvantaged children generally have more trouble learning number skills than middle-class children do	...	...	...

(cont'd)

	A	D	?
30. Young children should be encouraged to work from patterns or models in their beginning artwork	...	...	...
31. Children will make more intellectual and personal -social progress if the teacher is from the same ethnic group as the majority of the class	...	...	...
32. Children appreciate firm discipline	...	...	...
33. It is generally not a good educational practice to devote class time to educational television' programs such as "Sesame Street	...	...	...
34. Children learn best when there is fairly good order and a low noise level in the class-room	...	...	...
35. Children should seldom be allowed to leave a task without completing it	...	...	...
36. Children should be encouraged to speak in complete sentences at every possible opportunity	...	...	...
37. Boys are usually more disruptive in the classroom than girls are	...	...	...
38. During class hours, there should be more communi-cation between the children and the teacher than between the children	...	...	...
39. It is more effective for the teacher to work with individuals or small groups than with the class as a whole	...	...	...
40. It is important for teachers to have schedules and activity plans worked out well in advance for pre-primary classes	...	...	...
41. The use of games, toys, and similar equipment and materials should be restricted to free play periods	...	...	...
42. Children should be encouraged to ask the teacher's permission before beginning a new activity of their own	...	...	...
43. Girls usually have more trouble learning number skills than boys do	...	...	...
44. Children's language errors should be corrected immediately, if possible	...	...	...
45. Disadvantaged children generally have more trouble learning language skills than middle-class children do	...	...	...
46. The home is the source of most of the difficulties children have in class	...	...	...
47. Traditional children's literature (fairy tales, nursery rhymes, etc.) has a definite place in pre-primary programs	...	...	...

(cont'd):

		A	D	?
48.	Each day's lessons and activities should be derived almost entirely from children's own interests and spontaneous questions or from incidents that occur in the environment	...	...	...
49.	Bilingual children can be taught more effectively in separate classes	...	...	...
50.	One of the teacher's most important responsibilities is to establish classroom rules and procedures and ensure that the children learn them	...	...	...
51.	Parents should be involved in planning pre-school and kindergarten activities	...	...	...
52.	There should be some time during each day in class when children are free to choose any activities or materials they wish	...	...	...
53.	Sensitive content such as sex, death, birth, God and fears should be avoided as much as possible in pre-primary classrooms	...	...	...
54.	There are many pre-school and kindergarten children for whom an informal classroom approach is not suitable	...	...	...
55.	It is essential to have a detailed curriculum in order to teach effectively	...	...	...
56.	The use of extrinsic re-inforcements as a means of achieving educational goals has no place in pre-school education	...	...	...

...../

MACQUARIE UNIVERSITY

SCHOOL OF EDUCATION

Educational objectives (70-87):

Here is a list of 18 widely cited objectives of pre-primary education. All of them are important in one way or another, but please indicate their relative importance to you by marking -

3 - if you think the objective is among the most important and critical

2 - if you think the objective is of secondary importance

1 - if you think the objective is among the least important of those listed here.

Pre-School Education Objectives	Relative Importance 3	2	1
70. General information about health and safety, the physical and social environment, etc.	...	...	...
71. Receptive language skills (e.g., comprehension of words, sentences, paragraphs; ability to follow directions	...	...	...
72. Productive language skills (e.g. fluency of speech ability to describe something or tell a story	...	...	...
73. Skills in grammatical usage and pronunciation (e.g. ability to form plurals, use appropriate verb forms etc.)	...	...	...
74. Auditory discrimination (phonetic)	...	...	...
75. Visual discrimination (e.g. ability to match shapes, discern patterns, recognize colors)	...	...	...
76. Understanding of quantitative and number concepts	...	...	...
77. Recognition of letters and numbers	...	...	...
78. Ability to form letters and numbers and copy geometric figures	...	...	...
79. Creativity, imagination, capacity for fantasy	...	...	...
80. Ability to remember visual and verbal materials	...	...	...
81. Problem solving abilities (including classification skills)	...	...	...
82. Physical and motor skills	...	...	...
83. Art and craft skills	...	...	...
84. Musical skills and understandings	...	...	...

(cont'd):

Pre-School Education Objectives	Relative Importance 3 2 1
85. Abilities to cope with cognitive-intellectual demands (e.g. attention, initiative, and curiosity, positive attitudes toward learning)	... ...
86. Abilities to cope with personal-social demands (e.g. impulse control, sense of self-identity and personal worth, ability to express feelings and respond to others, ability to co-operate or collaborate, ability to cope with competitive situations)	... ...
87. Sensitivities and appreciations (e.g. enjoyment and appreciation of diverse experiences, respect for and interest in differences among people, enjoyment of play and humour, aesthetic appreciation)	... ...

88. Mark the numbers of the two objectives you think are most important. (Mark two numbers).

70	71	72	73	74	75	76	77	78	79	80
..	..	..	..	..	..	..	..	..	..	..
81	82	83	84	85	86	87				
..	..	..	..	..	..	..				

89. Mark the numbers of the two objectives you think are the least important among those listed. Mark two numbers).

70	71	72	73	74	75	76	77	78	79	80
..	..	..	..	..	..	..	..	..	..	..
81	82	83	84	85	86	87				
..	..	..	..	..	..	..				

****

October, 1976

APPENDIX B

MT. DRUITT EARLY CHILDHOOD PROJECT

DIAGNOSTIC PROFILE

Name of child: _____

1 2 3		Serial number
4		FAMILY
	1	Own child
	2	Stepchild
	3	Adopted
	4	Foster child
5		SEX
	1	Male: single birth
	2	Female: single birth
	3	Male of twins
	4	Female of twins
	5	Male of triplets
	6	Female of triplets
6		YEAR OF BIRTH
	1	1 = 1970
	2	2 = 1971
	3	3 = 1972
	4	4 = 1973
	5	5 = 1974
	6	
	7	
	8	
7		IMMUNIZATION STATUS
	1	Complete
	2	Incomplete
	3	Incomplete and inadequate
8		THIS PREGNANCY A
	1	Normal
	2	Diet for weight control
	3	Hypertension in mother
	4	"Show"
	5	A.P.H.
	6	Diagnosis of toxemia
	7	Other illness (e.g., trauma) in mother
	8	Combination(s) of 2 - 7
	9	Iron folate supplements given
9		THIS PREGNANCY B
	1	Normal
	2	Drugs taken during pregnancy
	3	Mother smoked regularly during pregnancy
	4	Psychological stress to mother during pregnancy
	5	Induction (any type)
	6	Attended sterility clinic
	7	Combination(s) of 2 - 6

10		MATERNAL AGE
	1	1 = 15 - 17 years
	2	2 = 18 - 19
	3	3 = 20 - 21
	4	4 = 22 - 23
	5	5 = 24 - 25
	6	6 = 26 - 28
	7	7 = 29 - 31
	8	8 = 32 - 35
	9	9 = 36 +
11		COUNTRY OF ORIGIN OF MOTHER
12		OTHER PREGNANCIES
	1	No previous pregnancy
	2	Previous pregnancy(s) normal
	3	One or more previous pregnancy abnormal
13		GESTATIONAL AGE
	1	1 = 6 mos. or less
	2	2 = 7 mos.
	3	3 = 8 mos.
	4	4 = 9 mos.
	5	5 = 10 mos.
	6	6 = 10 + mos.
14		USUAL LANGUAGE SPOKEN IN HOME
15		BIRTH WEIGHT
	1	1 = less 2.5k
	2	2 = 2.5k
	3	3 = 3k
	4	4 = 3.5k
	5	5 = 4k
	6	6 = 4.5k
	7	7 = 5k
	8	8 = 5.5k
	9	9 = more than 5.5k
16	1	Were any vitamin supplements given to child?
	2	When was child weaned?
17		DELIVERY A
	1	Normal
	2	Instrumental
	3	Caesarian section
	4	Breech
	5	P.O.P.
	6	Other abnormality(ies) of delivery
	7	Combination(s) 2 - 6

18		DELIVERY B
	1	Normal
	2	Prolonged labour
	3	Precipitate labour
19		CONDITIONS AT BIRTH
	1	Normal
	2	Resuscitation needed
	3	Apgar score 7 or below
	4	Baby not seen for 24 hours or longer for whatever reason
	5	Other difficulty in immediate prenatal period, including 2 - 4
20		FEEDING HISTORY A
	1	Normal
	2	Sucking established with difficulty
	3	Continued feeding problem
	4	2 and 3
21		FEEDING HISTORY B
	1	Mainly breast fed to age 4 months
	2	Mainly artificial feeding
	3	What artificial food was used? e.g., Lactogen
22		SLEEPING
	1	Normal
	2	Disorder in first year of life
	3	Disorder after first year of life
	4	2 and 3
23		PROGRESS IN FIRST 28 DAYS OF LIFE
	1	Normal
	2	Jaundice (no exchange)
	3	Exchange transfusion
	4	Breathing difficulty or cyanosis
	5	Convulsion(s)
	6	Deformity
	7	Hypoglycemia
	8	Combination(s) 2 - 7
24		MILESTONES AND DEVELOPMENT
	1	Normal
	2	Delay in passing more than one milestone
	3	Enuresis
	4	2 and 3
25		OTHER ABNORMALITIES IN DEVELOPMENT
	1	Normal
	2	Failure to develop intelligible speech by third birthday
	3	Other abnormalities in development
	4	2 and 3

26		PAST HEALTH A
	1	Normal
	2	Meningitis
	3	Encephalitis
	4	Significant head injury
	5	Other significant illness
	6	2 and 4
	7	3 and 4
27		PAST HEALTH B
	1	Normal
	2	One convulsion ("febrile" or other)
	3	Two or more convulsions
	4	Epilepsy grand mal, diagnosed
	5	Epilepsy petit mal, diagnosed
	6	3 and 4
	7	Other forms of epilepsy diagnosed
	8	Combination(s) 2 - 7
28		FAMILY HISTORY
	1	Normal
	2	Of significant inheritable defect noted in patient
	3	Of any other defect noted in patient
	4	2 and 3
	5	Of mental illness
	6	Of retardation
	7	2 and 5
	8	3 and 5
	9	4 and 5
29		STIGMATA
	1	Normal
	2	Deformity(ies), congenital abnormality, syndromes
	3	Cleft palate
	4	Cleft lip
	5	Both cleft palate and lip
	6	2 and 3
	7	2 and 4
	8	2 and 5
30		HEAD CIRCUMFERENCE
	1	Normal
	2	Above 90 percentile
	3	Below 10 percentile
31		E.N.T.
	1	Hearing within normal limits
	2	Low frequency loss one ear
	3	Low frequency loss both ears
	4	High frequency loss, one ear
	5	High frequency loss, both ears
	6	Other defects in E.N.T.

32		VISION
	1	Normal
	2	Impaired
	3	Impaired with error 6/18 or greater one eye (not yet investigated)
	4	Impaired with error 6/18 or greater both eyes (not yet investigated)
	5	Impaired with error 6/18 or greater one eye (corrected)
	6	Impaired with error 6/18 or greater both eyes (corrected)
33		STRABISMUS OR OTHER DEFECTS
	1	Normal
	2	Present
	3	Now corrected
	4	Other defects
34		ORO-FACIAL
	1	Dental condition satisfactory
	2	Requires dental treatment
	3	Other oro-facial defect (apart from No. 29)
	4	2 and 3
35		SKIN
	1	Normal
	2	Chronic or permanent abnormality present - condition NOT part of a syndrome or marked elsewhere
		HAEMOPOIETIC
	1	Normal
	2	Probably significant abnormality
	3	Diagnosed abnormality
37		ENDOCRINE
	1	Normal
	2	Thyroid disorder likely
	3	Thyroid disorder diagnosed
	4	Other endocrine disorder likely or diagnosed
	5	2 and 4
	6	3 and 4
	7	Does the child have frequent respiration infections?

38		CARDIOVASCULAR
	1	Normal
	2	History of Rheumatic Fever
	3	History of Rheumatic Fever, prophylaxis current
	4	C.H.D. diagnosed
	5	C.H.D. diagnosed and treated
	6	C.H.D. diagnosed and untreatable
	7	C.H.D. and Rheumatic Fever diagnosed
	8	Significant C.V.S. sign or symptom requiring further investigation
39		PULSES, BLOOD PRESSURE
	1	Normal
	2	Femoral pulses not present
	3	Femoral pulses doubtful - requires further investigation
	4	Blood pressure above normal
	5	2 and 4
	6	3 and 4
40		
41		ABDOMEN
	1	Normal
	2	Hepatomegaly
	3	Splenomegaly
	4	Renal enlargement
	5	Combinations 2, 3, 4
	6	Other abdominal tunour diagnosed, or suspected
	7	Other abnormality within abdomen
42		HERNIA
	1	Normal
	2	Inguinal hernia
	3.	Bilateral inguinal hernia
	4	Other hernia
	5	2 and 4
	6	3 and 4
43		GENITALIA
	1	Normal
	2	Abnormality present
	3	Abnormality suspected
	4	2 and 4
	5	3 and 4

44		ORTHOPAEDIC
	1	Normal
	2	Significant handicap present and under treatment
	3	Significant handicap diagnosed
	4	Significant handicap diagnosed and treated
45		DOMINANCE
	1	R dominant hand and eye
	2	L dominant hand and eye
	3	Crossed dominance
	4	Can't tell
46		SPEECH AND LANGUAGE:- DISORDERS OF FLUENCY
	1	Normal
	2	Primary stammer
	3	Secondary stammer
	4	Stammer with dyslalia
	5	Cluttering
	6	Elective mutism
47		SPEECH AND LANGUAGE QUALITY
	1	Normal
	2	Retarded development - articulation
	3	Retarded development - language
48		URINE
	1	Normal
	2	Albuminuria
	3	Glycosuria
	4	2 and 3
	5	P.K.U.
	6	P.K.U. plus other urinary abnormality
	7	Other urinary abnormality including 2, 3, 4, 5, 6
	8	Other urinary abnormality apart from 2, 3, 4, 5, 6
49		HEIGHT
	1	Normal
	2	Above 90 percentile
	3	Below 10 percentile
50		WEIGHT
	1	Normal
	2	Above 90 percentile
	3	Below 10 percentile

51		SKINFOLD TEST
	1	1 = 4.[illegible] less
	2	2 = 4.2[illegible]
	3	3 = 4.50
	4	4 = 4.75
	5	5 = 5.0
	6	6 = 5.25
	7	7 = 5.50
	8	8 = 5.75
	9	9 = 6.0 or more
52		When were solids first given?
53		When were fruits and vegetables first given?
54		When were meats first given?

APPENDIX C 135/Admin/7.4.76.

MINUTES OF THE CO-ORDINATING MEETING FOR THE PROGRAM

OF PARENT EDUCATION THROUGH COMMUNITY INTERACTION

Held at: Emerton Health Centre. Date: 23/3/76

Time: 12.30p.m.

Present:
- Mary Lane - Community Social Worker
- Muriel Healey - Home Base Pre-School Program.
- Jim Alexander - Dawson Pre-School.
- John Braithwaite - Macquarie University.
- Hal Boyd - District Inspector.
- Del Kennedy - Pre-School Advisor.
- Wendy Sykes - Mistress in Charge Girls - Whalan.
- John Methen - Director Pre-School, Whalan.
- Jill Putland - Infants Mistress, Dawson.
- Roselyn Jones - Infants Mistress, Mt. Druitt.
- Sue Richards - Social Worker.
- Sharon Riddle - Health Education Officer.
- Peter Newman - Youth & Recreation Officer.
- John McLane - Principal, Rooty Hill High School.

Discussion:

- Mary Lane opened the meeting expressing the desirability for a co-ordinated and directed approach from the four community groups involved in the proposed program of parent education. A co-ordination of their resources to achieve greater efficiency and effectiveness was called for.

- A brief history of previously implemented parent education programs was presented by Mary, which originated in mid-75, growing out of the need for parent awareness and understanding of child care and development, particularly in the 0-5 age group.

Mary met with the staff of the Mt. Druitt Early Childhood Project and School Principals in the area. Mt. Druitt and Shalvey High Schools were involved with Mt. Druitt and Dawson pre-schools respectively. Approximately 50 mothers attended films on child development (shown at pre-school centres). Following the film, the large group was broken into 3/4 small discussion groups. At the same time a small group of high school students was involved in the meaningful care, incorporating active play, with the pre-schoolers, providing the students with a learning experience.

Parents, students and staff reported with positive feedback on the above meetings.

- Jill Putland, after invitation, spoke last year to 5th and 6th formers on infants teaching. This year groups of 10 - 12, 4th, 5th and 6th forms interested in working with young children come to Dawson once a week, and are also supplied with information on child care.

- Ros Jones from Mt.Druitt pre-school was approached by Rooty Hill High School this year and now students as a working and learning experience come to the pre-school on Friday afternoons. Originally, no prior talks were set for the students and some disruption occurred among the pre-schoolers. The need is now recognised for organised tasks for student groups.

2/...

• Question was raised re the bulk of students from the High Schools to be involved in parent training or the select few. The ideal is to reach all students, starting from Form 1V, and providing them with a continuity of experience.

• The program aims to reach a mixed group of students.

• Wendy Sykes, raised the point that the proposed program could function also as an attack on sexism.

There was agreement generally that as many male/female students should be involved.

Jim Alexander cited the benefits for the pre-schoolers having male figures working in pre-schools.

• The focus on high school students has four orientations:

CAREER, WORK, SERVICE, PERSONAL DEVELOPMENT

• A student present at the meeting asked whether the aim of the program was to introduce an understanding of pre-schools or a program in training for parenthood.

• Muriel Healey saw these two aims being not mutually exclusive and Jim assented . The students involved in the program are those involved in personal development courses. The aim is to look at young children for all its benefits - a knowledge of child care and behaviour and a focus on insight for parenthood. The focus of specific programs would be related to the aims of each High School.

• The Principal of Rooty Hill High spoke of the work experience of his students, as an interest elective, going to Mt. Druitt pre-school and the positive feedback from students.

• Hal Boyd stated the desirability of all students being involved in the program and this aim would be impossible to meet if it was a voluntary program from the student point of view.

• The pre-school teachers raised the point of providing a continuity of experience for the students. Ideally, a term for each student group, once a week at the pre-schools. This raised the issue of not sacrificing quality for quantity.

• Someone pointed to the fact that students would be merely used as babysitters.

• This point was contradicted on the grounds that the program is task-oriented. Students are pre-informed on the basics of each high school opting for its objectives.

• Availability of members present at the meeting to design a curricula to pre-inform students about the activities in which they will be involved as well as some instruction on child development before they go out to pre-schools was agreed upon.

• Muriel stressed the highest level of involvement of all concerned in implementing the program. Personal Development monitors to take part in the proposed monthly film showings at the 5 pre-school centres and to participate in group discussions with the mothers.

• Involvement of students in film-showing and discussion was seen as advantageous, particularly in regard to interaction with mothers in small group discussions.

- The focus of the program is on three separate age groups.

PARENTS, PRE-SCHOOLERS & ADOLESCENTS FROM 1V FORM AND ABOVE.

- It will be of benefit for students, other than those who are involved in depth in the pre-schools to attend the film sessions.

- Hal Boyd raised need for looking at the practicalities of implementing the program -

  - Involvement of school staff establishing their own model for the program, i.e., incorporating the specific interaction envisaged into existing curricula, namely within the Personal Development Counsel.
  - Liaison between pre-schools and high schools.
  - To ensure the main objective of pre-schools will not be interfered with and guard against the possibility of weighting down pre-schools with outside inputs.

ADDENDUM:

- An evaluative meeting to be held on WEDNESDAY 14TH APRIL at 12.30p.m. at Emerton Health Centre to discuss liaison between High Schools and Pre-Schools and preparation sessions for students.

- An evaluative report of the work experience of the students of Rooty Hill High School.

APPENDIX C

FILM DAYS AT PRE-SCHOOLS WITHIN THE MT. DRUITT PRE-SCHOOL PROJECT

Aims

1. To provide an opportunity for parents to visit the school informally, to meet one another and the teachers, and to watch a film on some aspect of Child Development.

2. To provide meaningful experience for high school students who wish to observe and interact with pre-school children and their parents, as an aspect of Personal Development at Special Interest Courses.

3. To provide a play experience for children whose mothers are attending the film/discussion.

4. To provide learning experiences for parents through discussion with other parents, with the help of team leaders.

5. To provide some input of information about parenting and child growth and development to parents and to High School students attending the Pre-school on those days.

General Check List of Steps in Preparation

1. Publicity:
   a) School: Since many parents of young children also have children attending Primary School it seems desirable to circulate publicity via pupils in both Infants and Primary Departments.

   b) Press: The desirability of public advertisement to be considered by School administrators.

   c) Community Nurse based in each school: She can reach families who might not receive information through the normal channels.

2. Coordination at the school level:
   It has been found that the most successful film days have been the result of cooperation between teachers from pre-schools, teachers from the high schools providing secondary students, Health Educators and Pre-school Project staff, with the Infants Mistress as the coordinator.

   When the following steps have been taken, the result has been a satisfying one:

   1. Check on publicity.

   2. Arrangements with high school personnel re -
      a. Number of students required
      b. Input to students to be provided

      e.g., allowing the high schools to preview the film if possible.

   3. Room preparation.

   4. Nomination of a person to welcome parents and introduce the film.

   5. Nomination of a person to talk with high school students on arrival and allocate tasks.

   6. Provision for real involvement for high school students either in discussion groups or at play with children.

   7. Students given opportunities for feedback afterwards.

..2/

Coordination Overall

1. Selection and booking of film (previewing is important).

2. Nomination of persons to meet requirements of each school for group leaders.

3. Arrangements for transporting the film from school to school.

4. Overall publicity if desired.

5. Dovetailing of programs at each centre.

6. Use of feedback to modify and improve existing practices.

These areas of decision making would seem to belong to representatives from Schools, Health Commission and Project Staff, who form a working party on Community Involvement. It seems desirable that there should also be a person nominated to coordinate the programs overall and that this person should be situated within the area of Mt. Druitt and have access to key personnel.

Your comments would be appreciated.

October, 1976.

APPENDIX D

MT. DRUITT EARLY CHILDHOOD PROJECT

TEACHER LOG

NAME: _____

SCHOOL: _____

DATE: _____

ORGANISATION	HI				LO
1. ability to implement program	.	.	.	.	.
2. ability to plan effectively	.	.	.	.	.
3. ability to evaluate program	.	.	.	.	.
4. effectiveness of group procedures	.	.	.	.	.
5. effectiveness of individual procedures	.	.	.	.	.
6. satisfaction with program	.	.	.	.	.
PRESCHOOL PEOPLE					
Children					
7. children's response to program	.	.	.	.	.
Parents					
8. level of parental interaction	.	.	.	.	.
9. reliability of parental assistance	.	.	.	.	.
10. parental satisfaction with program	.	.	.	.	.
Team Teacher					
11. communication with team teacher	.	.	.	.	.
12. ability to plan/work effectively	.	.	.	.	.
13. relationship with team teacher	.	.	.	.	.
Aides					
14. communication with aides	.	.	.	.	.
15. ability to plan/work effectively	.	.	.	.	.
16. relationship with aides	.	.	.	.	.
17. aides' competence within program	.	.	.	.	.
18. aides' satisfaction with program	.	.	.	.	.
SCHOOL PEOPLE					
19. frequency of principal/P.S. contact	.	.	.	.	.
20. quality of principal/P.S. contact	.	.	.	.	.
21. frequency of mistress/P.S. contact	.	.	.	.	.
22. quality of mistress/P.S. contact	.	.	.	.	.
PROJECT PEOPLE					
23. frequency of advisor contact	.	.	.	.	.
24. communication with advisor	.	.	.	.	.
25. ability to plan/work effectively	.	.	.	.	.

P.T.O.

APPENDIX D

MT. DRUITT EARLY CHILDHOOD PROJECT

TEACHER AIDE'S LOG

NAME: _____

SCHOOL: _____

DATE: _____

ORGANISATION	HI				LO
1. ability to implement program	.	.	.	.	.
2. involvement in planning	.	.	.	.	.
3. ability to evaluate	.	.	.	.	.
4. effectiveness of group procedures	.	.	.	.	.
5. effectiveness of individual procedures	.	.	.	.	.
6. my satisfaction with program	.	.	.	.	.
PRESCHOOL PEOPLE					
Children					
7. children's response to program	.	.	.	.	.
Parents					
8. level of parental interaction	.	.	.	.	.
9. reliability of parental assistance	.	.	.	.	.
10. parental satisfaction with program	.	.	.	.	.
Team Teachers					
11. communication with team teachers	.	.	.	.	.
12. ability to plan/work effectively	.	.	.	.	.
13. relationship with team teachers	.	.	.	.	.
Aide					
14. communication with aide	.	.	.	.	.
15. ability to plan/work effectively	.	.	.	.	.
16. relationship with aide	.	.	.	.	.
17. my understanding of program	.	.	.	.	.
18. teachers' satisfaction with program	.	.	.	.	.
SCHOOL PEOPLE					
19. frequency of principal/P.S. contact	.	.	.	.	.
20. quality of principal/P.S. contact	.	.	.	.	.
21. frequency of mistress/P.S. contact	.	.	.	.	.
22. quality of mistress/P.S. contact	.	.	.	.	.
PROJECT PEOPLE					
23. frequency of adviser contact	.	.	.	.	.
24. communication with adviser	.	.	.	.	.
25. ability to plan/work effectively	.	.	.	.	.

Children who left this week:- _____

Children enrolled this week:- _____

P.T.O.

APPENDIX E

MT. DRUITT EARLY CHILDHOOD PROJECT : PROGRAM ASSISTANTS LOG

School: _____ Week: _____ to _____

PROGRAM ORGANISATION

1. Communication: (i.e., Teacher contact; satisfaction with program)

2. Curriculum Implementation and Evaluation (i.e., Program changes; curriculum plans; teacher effectiveness)

PROJECT ORGANISATION

1. Community Involvement (i.e., Interagency activities; regular events; other community activities)

School/Community Relations

2. Parent Involvement (i.e., Pre-school involvement, monitoring, attitudes)

3. School Communication: (i.e., Contact, collaboration on involvement programs, etc.)

Staff relations: (format meetings; contacts)

4. Visitors

Programme feedback (i.e., comments concerning programme design and implementation)

APPENDIX F

CATEGORIES AND CODING INFORMATION FOR THE PERSONAL RECORD OF SCHOOL EXPERIENCES (PROSE)

Integral in the evaluation design of the Mt. Druitt Early Childhood Project is the need to gather information about the classroom processes that occur in the centre-based programs. Such information enables 'process' to be linked with 'product' and will enable us to know how many of the participants in a group are looking at or how they may be physically interacting with materials or people at any moment during a given activity period. Besides providing a qualitative measure of the treatment process, such an assessment would be expected to covary with developmental outcomes. Thus anticipated differences in results related to classroom program emphases might be accounted for by different degrees of participation of children in similar activities in different classrooms.

For the purposes of specifying treatment processes in the above manner it was decided to adopt Medley's PROSE - the Personal Record of School Experiences. This instrument records the frequencies of occurrences of events in each of a set of categories which are of sufficient psychological or pedagogical interest to merit recording. Such categories are not exhaustive of the domain of classroom behaviours but are a biased sample which hopefully will yield maximal information about those dimensions in which we are interested and which reflect preschool children's experiences within the classroom.

PROSE yields a record of the experiences the individual child has in school and which can be scored on many different dimensions. To obtain such information the procedure is to sample randomly the behaviours of a child, then to make a reliable and objective record of such behaviours and to score the record in such a way as to describe the behaviour in terms of one or more behaviour dimensions.

PROSE's recording sheets enable an observer to record a sample of the events in the life of a child as they occur in school settings. A series of sheets containing a sample of events in the life of one child (or group of children) provides something analogous to the narrative recorded by an ecological observer but which can be easily read and rapidly analyzed by a high-speed computer.

Figure 1 shows the front side of the form, which we have called the 'STATEMENT SIDE'. In the upper left-hand corner of the PROSE sheet, the observer can precode the student's identification number in the appropriate columns, so that each student receives a unique I.D. number. Additional information, such as a code number for the observer, the time at which the observation was made, and code numbers giving the week and day of observation can also be recorded in this I.D. field. A 'REMARKS' section appears in the bottom right corner of the STATEMENT side of the PROSE sheet; in this section the observer can write the name of the student or other necessary information to give a word-picture of the observed score on the day of observation.

General

The STATEMENT side of PROSE contains ten major activity categories or "words" (as they are called). Each word or major category contains several minor categories which define the type of event in which the child is engaged. Only one category can be marked within each word for any event. If none of the categories within a word applies to the event observed, the observer leaves that word completely blank for that event. For example, if the child were playing with a toy by himself, Words 1-5 would be left blank, and only Words 6-10 would be marked,

The major unit of observation for each child is called a "cycle". One cycle consists of five events, each signaled by a timer at 25-second intervals. The time span covered by a complete cycle, then, is 100 seconds. Within a cycle, each event is coded in a separate column on each of the ten words on the statement side. The first event in Cycle A, for example, would be coded in Column (1) on all ten words; the second event would be coded in Column (2) for all ten words, etc. "Statement (1) of Cycle A" describes the first event during the 100 seconds covered by Cycle A.

Everything that goes on in the classroom during Cycle A is called the 'CONTEXT' of that cycle. The context of each cycle is coded in the six sections or categories on the reverse side of the PROSE sheet in Column A as soon as the cycle ends. The seventh section reviews behavioural statements that enable specific behaviours to be correlated with the POS schedule.*

Each student in turn is observed for 100 seconds and his behaviour recorded in Cycle A; when this process is completed for all students to be observed, the first student is observed a second time, and his behaviour is coded in Cycle B; and so on. Normally, two cycles are recorded for each child during each half-day observation. In other words, ten events are recorded for each child, five events 25 seconds apart at each of two different points in time within the observation period. Provision is made for recording a third cycle when time permits.

Which events are to be recorded is determined by a portable tape recorder which emits an audible signal at fixed intervals into an earphone worn in the observer's ear. The observer records the event which is occurring when the timer clicks at 25-second intervals. The 25-second interval is required because the observer must code ten words to describe each event, either by marking a category within that word or by leaving the word completely blank, whichever is appropriate.

---

* Preschool Observation Schedule - a behavioural rating of children's behaviours by teachers. Mt. Druitt Early Childhood Project, 1976.

The timer serves a dual purpose: it paces the observer over a half-day's observation period and it identifies the event which should be recorded. Both functions are important. It is important that the observer complete the assigned number of statements before his time is up. It is also important that the observer be prevented from selecting a biased sample of events through a natural tendency to notice only those events which to him appear more interesting or more important.

The observer should observe as much of the child's behaviour, and of whatever may be going on, between the signals emitted by the timer, so that a better understanding and coding of the child's behaviour during the event signaled by the timer is possible. But only the event actually occurring at the moment when the timer signals should be described in the statement.

When the context is being recorded on the back or CONTEXT side of the PROSE sheet, however, no attempt is made to select events. The context should be based on everything observed in the classroom between the first event in that cycle and the last event in the same cycle.

STATEMENT SIDE: DEFINITIONS OF THE CATEGORIES

NO INTERACTION: The child has no interaction with any other child, adult, material or does he/she verbalise aloud.

No further coding for this cycle is done if this word is checked.

Child-Adult Contacts

Words 1, 2, 3 of the STATEMENT side of the PROSE sheet are coded only when the child is paying attention to an adult when the timer "clicks" (otherwise, they are left blank).

Word 1 indicates the activity of the child within a child-adult interaction.

INIT (initiating): The child is either attempting to obtain the attention of the adult or the adult is responding to such an attempt.

Examples: The child is tugging on the skirt of the teacher aide.
The child is calling out the name of the teacher.
The teacher is answering a question asked by the child.

Note: If the timer clicks while the teacher is responding to the child, the event is coded INIT if (and only if) the observer has observed the child initiating the interaction since the last time the timer clicked.

STAR: The child is receiving more attention from the adult than any other child.

Examples: The aide is praising the child to the rest of the class.
The child is sitting in the teacher's lap while the teacher is reading a story to the class.
The teacher asks the child a question.

Figure 1. PERSONAL RECORD OF SCHOOL EXPERIENCES - SIDE 1 - STATEMENT

OBSERVER ☐☐ No. ☐☐
DATE ☐☐☐☐☐☐
SCHOOL ☐☐☐☐☐☐
AM ☐ PM ☐

	Cycle A	Cycle B	Cycle C
NO INTERACTION	☐☐☐☐☐	☐☐☐☐☐	☐☐☐☐☐

		Cycle A	Cycle B	Cycle C
1.	INIT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	STAR	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	PART	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	LSWT*	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	RESIST	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2.	TEACHER	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	AIDE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	OTHER	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3.	POSITIVE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	PERM	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	SHOWTELL	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	LIST/WATCH	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	QUESTIONING	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	COOP	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	DO&	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	CONTROL	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	NEGATIVE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4.	AGGRESSIVE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	INIT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	COOP	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	WITHD	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	RESIST	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	IGNORE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5.	AGGRESSIVE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	INIT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	COOP	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	WITHD	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	RESIST	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	IGNORE	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

		Cycle A	Cycle B	Cycle C
6.	MATERIAL	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	CONTACT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	VERBAL	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	NON VERBAL	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
7.	IDIO	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	PAT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	DISTRACTED	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	WORKANOTH	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	DISRUPT	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	DAYDREAM	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	TRANSITIONAL	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
8.	FANTASY	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	DIVERG	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	CONVERG	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	SOCWORK	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	KINEST	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
9.	POS	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	NEG	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	(doubt blank)			
10.	TSTR	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
	CSTR	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

REMARKS

PART: The child is part of a group of children to whom the adult is paying attention, but the child is not the "star" of the group.

Example: The child is part of a group that is listening to the teacher tell a story.

LSWT (listening or watching): The child is paying attention to an adult, but the adult is paying attention to another child or group of children of which the target child is not a member.

Examples: The child is watching the teacher who is talking to a group of children who are in another part of the room.
The child is listening to a teacher scold another child for running around the room.

RESIST: The child openly resists any contact with the adult.

Example: Pulls away and turns back on initiating adult.

Word 2 indicates the type of adult to whom the child is attending when the timer "clicks".

TEACHER: The teacher who is in charge of the class.

AIDE: The adult aide.

OTHER: An adult different from the teacher, adult aide, teenage aide or observer, such as parent or some other adult visitor to the classroom.

Word 3 indicates the type of activity (verbal or nonverbal) which the adult is exhibiting when the timer "clicks".

Note: When LSWT is coded on Word 1, it is understood that the child receiving the attention recorded in Word 3 is not the target child.

POSITIVE: The adult is giving some positive attention, either verbal or nonverbal, to a child (or group).

Examples: The aide is praising a child's art work.
The teacher is hugging the target child while she is talking with another child.

PERM (permissive): The adult is either giving the child a choice between two or more activities, is encouraging the child to decide what he would like to do, or is giving the child permission to do something.

Examples: The aide asks the child: "would you like to play out in the playground?"
The adult answers the child: "Yes, you may go to the block corner."

SHOWTELL (show or tell): The adult is showing some material, such as a picture or a book, to the child, or is telling the child something, or demonstrating.

Examples: A parent is turning the pages of a book while reading aloud to the child.
The teacher is showing a filmstrip.

LIST/WATCH: The adult is listening to the child or is watching the child do something.

Examples: The child is asking a question, and the adult appears to be listening to the child.
The teacher asks the child a question.

QUESTIONING: The adult is asking the child a question.

COOP: The adult and the child are performing some activity together.

Examples: The teacher works with the child to build a block tower.
The aide makes a collage with the child.

DO4 (doing for): The adult is performing some activity for the child.

Examples: The adult is helping the child put on his coat.
The adult is getting some drawing paper out of a cupboard for the child.

CONTROL: The adult is attempting to control the behaviour of the child (verbally or physically).

Examples: "John, stop that running around the room."
The teacher physically restrains the child from shoving another child.

NEGATIVE: The adult is indicating to the child that he is doing or has done something wrong.

Examples: The adult is scolding the target child for hitting another child.
The teacher is scolding the class for not cleaning up the room properly.

Note: Whenever Words 1, 2, 3 are coded, Words 4, 5 are left blank. If the target child is paying attention to both an adult and to another child, code Words 1, 2, 3 and leave Words 4, 5 blank.

Child-Child Interactions

Words 4, 5 indicate either that the target child is paying attention to another child (or to a group of children) or that another child is trying to get the attention of the target child. Words 4, 5 contain exactly the same subcategories. Word 4 refers to the behaviour of the target child, while Word 5 refers to the behaviour of the child with whom the target child is interacting.

AGGRESSIVE: Either the target child initiates an aggression toward another child (Word 4) or another child initiates an aggression toward the target child (Word 5).

Examples: The target child hits another child.
Another child throws an eraser at the target child.
The target child shouts an insult at another child.

INIT (initiating): The target child either initiates a nonaggressive action toward another child (Word 4) or another child initiates a nonaggressive action toward the target child (Word 5).

Examples: The target child starts a conversation with another child.
Another child taps the target child on the shoulder.

COOP (cooperating): Either the target child is cooperating with another child (Word 4) or another child is cooperating with the target child (Word 5).

Examples: Two children are putting a puzzle together.
Two children are riding a see-saw together in the playground.
Code: 4. COOP
5. COOP

WITHD (withdrawing): Either the target child is withdrawing from another child (Word 4) or another child is withdrawing from the target child (Word 5.)

Examples: The target child runs away from another child who has just hit her.
Code: 4. WTHD
5. AGGRESSIVE

The target child tries to pull away from the grasp of another child.
Code: 4. WTHD
5. AGGRESSIVE

RESIST (resisting): Either the target child is resisting another child (Word 4) or another child is resisting the target child (Word 5).

Example: The target child refuses to help another child who has asked for help.
Code: 4. RESIST
5. INIT

IGNORE: Either the target child is ignoring another child or another child is ignoring the target child.

Example: The target child asks another child to give him a push on the swing and the other child does not respond but continues to skip.

Word 6 describes the level of activity within either the child-adult interaction (Words 1, 2, 3) or the child-child interaction (Words 4, 5).

Note: If the child-adult interaction or the child-child interaction cannot be coded leave word 6 blank.

MATERIAL: The child-adult interaction or the child-child interaction does not involve physical contact but does involve a material of some kind.

Examples: The teacher is showing a picture to the class.
The child hands a crayon to another child.

CONTACT: The child-adult interaction or the child-child interaction involves physical contact.

Examples: The adult has her arm around the target child.
Two children are holding hands.
The adult is leading the target child by the hand.
The adult is buttoning the child's coat.

VERBAL: The child-adult interaction or the child-child interaction does not involve either physical contact or a material of any kind, but it does involve verbal behaviour by the target child, another child, or an adult.

Examples: The adult is talking to the child.
Two children are talking together.

NON VERBAL: The child-adult or the child-child interaction involves no contact, material or verbal response.

Example: The teacher demonstrates with her hands how to do something.

Contacts of all Kinds

Words 7, 8, 9 indicate the appropriateness of the child's activity, the level of physical activity of the child, the type of task the child is engaged in, and the affect of the child.

Word 7 indicates whether or not the child is paying attention to the activity in which he is supposed to be involved.

IDIO (Idiosyncratic): The child is engaging in some activity by him/herself which has a sense of purposefulness about it and clearly is non-teacher directed.

Example: The boy is playing by himself with a toy.

(IDIO should not be confused with TRANSITIONAL behaviour as the latter is not essentially purposeful)

PAT (paying attention): The child is "doing what he is supposed to be doing."

Examples: The child is paying attention to the teacher while the teacher is reading a story to the class.
The child is singing a song while the teacher aide is singing a song with the class.

DISTRACTED: The child is momentarily distracted from the activity he is supposed to be engaged in by something in the external environment.

Examples: A child yells at another child and the target child looks up from his work to watch these children.
A child elbows the target child while they are sitting together during story time, and the target child looks over at the child who elbowed him.

WORKANOTH (working on another activity): The target child is working on an activity which is different from the one he is supposed to be engaged in.

Example: The teacher has asked all of the class to gather around her to listen to a story, but the target child continues to paint at the easel.

DISRUPT (disruptive): The target child is disrupting the class or interfering with the activity of another child.

Examples: The target child is running around the room while the teacher is telling a story.
The child is yelling while the teacher aide is showing a filmstrip to the class.

DAYDREAM: The target child is apparently not responding to any stimulus from the external environment.

Examples: The child appears to be daydreaming.
The target child is wandering idly around the room.

TRANSITIONAL: The child moves from one activity to another.

Word 8 attempts to characterize a pupil's activity in terms of the pupil's own goal or purpose, inferred either from the activity itself, the materials being used or both.

FANTASY: The child is presenting or role-playing.

Examples: The girl is dressed up like an adult and is "playing house."
The child is pulling a toy fire engine and making sounds like a siren.

DIVERG (divergent): The child is engaged in an activity which is not sequentially organized in terms of an end product; or the child is free to define his own goal. An activity is also DIVERG if the child uses materials in an original way.

Example: The child makes a house out of books.

CONVERG (convergent): The child is engaged in an activity which is focused on a well-defined and specific end product or in one which has been structured for him by someone else.

Examples: The child is reading a book.
The child is trying to make a paper hat like the one which the teacher has made in a class demonstration.

SOCWORK (social work): The child is engaged in a socially useful task, such as cleaning up the room after art period.

Examples: The child is cleaning up the room after snack period.
The child is passing out papers to the other children.

KINEST (kinesthetic): The child is engaged in a repetitive activity which is unstructured.

Examples: The child is tossing a ball into the air and catching it.
The child is swinging back and forth on a swing.

Word 9 indicates any manifest affect demonstrated by the child.

POS (positive): The child is showing positive feeling.

Example: The child smiles or laughs.

NEG (negative): The child is showing negative feeling.

Example: The child is crying.

Note: When there is any doubt whether the child is displaying affect, this word should be left blank.

Word 10 indicates whether the activity in which the child is supposed to be involved was structured by the teacher or the child.

TSTR (teacher structured): The activity in which the child is supposed to be engaged was selected and organised by the teacher or other authority figure in the room.

Example: The teacher asked the children to count the blocks with her.

CSTR (child structured): The activity in which the child is supposed to be engaged was selected and organized by the target child.

Example: The target child is constructing a collage at the art table during free play.

CONTEXT SIDE: DEFINITIONS OF THE CATEGORIES

As soon as the observer has coded the five events of a cycle for a child, he should turn over the PROSE sheet and code the context of the five events on the reverse side. The CONTEXT side of the PROSE sheet is shown in Figure 2. It contains seven major categories called items.

The "context" of a cycle is defined by the events in the classroom between the first event of the cycle and the fifth event of the same cycle. The CONTEXT side of the PROSE sheet thus provides a record of the general classroom activities during the cycle and the special behaviours of the target child which occurred during the time period in between the first "click" and the fifth "click" of the timer. While the statement side of the PROSE sheet refers only to events that happened to the target child, the context side may refer to things that happen to the target child, to the rest of the children in the class, to the adults present, or to any or all of them as the case may be.

(On the CONTEXT side of the PROSE sheet, however, the observer can code as many different subcategories within each of the seven major categories or items as would be appropriate to describe the classroom events during the time period spanned by the five clicks of the timer for that cycle.)

Note: For items 1, 2, 3, 4, 7 of the CONTEXT side of the PROSE sheet, box (A) refers to Cycle A, box (B) refers to Cycle B, and box (C) refers to Cycle C. In item 5 (Ad) refers to Adult and (NA) to no adult. In item 6 (T) refers to teacher, (O) refers to other adults, (P) to parent.

Item 1 indicates the major focus of the type of activities being carried on in the room. It applies to all the children and not just the target child.

Item 2 indicates the instructional content during the cycle.

CONSTRUCTIONAL	e.g., sticklebrix
DRAMATIC PLAY	e.g., housekeeping corner, dress ups, etc.
TABLE ACTIVITIES	e.g., puzzles, lotto games, etc.
BLOCK AREA	e.g., equipment usually played on the floor in the school.
CREATIVE ACTIVITIES	e.g., painting collage, pasting, clay, etc.
BOOKS	e.g., the child is "reading", etc.
MUSIC	e.g., the child is listening to or making music, etc.
WATER/WOOD	e.g., the child is playing with these materials.
GROUP	e.g., the child is carrying out a group activity which is adult directed.
NUTRITION	e.g., juice
MOTOR	e.g., outdoors climbing, jumping, ball playing, etc.
ROUTINES	e.g., wash up, clean up, putting away, etc.
OTHER	any activity not clearly described.
LANGUAGE ACTIVITIES WRITING ACTIVITIES READING ACTIVITIES NUMBER ACTIVITIES SCIENCE ACTIVITIES	Activities in these areas directed by adult

Figure 2. PERSONAL RECORD OF SCHOOL EXPERIENCES - SIDE 2 - CONTEXT

1. FREE ACTIVITIES	A	B	C
INSTRUCTIONAL	A	B	C

2. CONSTRUCTIONAL	A	B	C
DRAMATIC PLAY	A	B	C
TABLE ACTIVITIES	A	B	C
BLOCK AREA	A	B	C
CREATIVE ACTIVITIES	A	B	C
BOOKS	A	B	C
MUSIC	A	B	C
WATER/WOOD	A	B	C
GROUP	A	B	C
NUTRITION	A	B	C
MOTOR	A	B	C
ROUTINES	A	B	C
OTHER	A	B	C
LANGUAGE ACTIVITIES	A	B	C
WRITING ACTIVITIES	A	B	C
READING ACTIVITIES	A	B	C
NUMBER ACTIVITIES	A	B	C
SCIENCE	A	B	C

3. NEXT	A	B	C
MID	A	B	C
OUT	A	B	C

4. EXCITED	A	B	C
QUIET	A	B	C
BUSY	A	B	C
IDLE	A	B	C

5. ONE	Ad NA	Ad NA	Ad NA
TWO	Ad NA	Ad NA	Ad NA
3-5	Ad NA	Ad NA	Ad NA
6+	Ad NA	Ad NA	Ad NA
ALL	Ad NA	Ad NA	Ad NA

	A	B	C
6. SHOW	T O P	T O P	T O P
TELL	T O P	T O P	T O P
LEAD	T O P	T O P	T O P
DISCUSS	T O P	T O P	T O P
PEER	T O P	T O P	T O P
MANAGE	T O P	T O P	T O P
RESOURCE	T O P	T O P	T O P
HOUSEK	T O P	T O P	T O P
INDATT	T O P	T O P	T O P
LSWT	T O P	T O P	T O P
NOCNT	T O P	T O P	T O P

(with group we're watching)

7. MADE EXPLANATIONS	A	B	C
ANSWERED QUESTIONS APPROPRIATELY	A	B	C
EXTENDED UPON LANGUAGE SITUATIONS - FLUENCY	A	B	C
ASKED QUESTIONS	A	B	C
SOUGHT ASSISTANCE OR INFORMATION WHEN NECESSARY	A	B	C
WAITED TURN	A	B	C
BECAME FLUSTERED IN GROUP SITUATIONS	A	B	C
EXPRESSED DISLIKE OF ACTIVITIES	A	B	C
WORKED TO COMPLETE AN ACTIVITY	A	B	C
WANDERED FROM ONE ACTIVITY TO ANOTHER WITHOUT COMPLETING ANY ACTIVITY	A	B	C
SHARED MATERIALS	A	B	C

Item 3 indicates the physical distance between the target child and a group of pupils. If the child is not part of a group involving at least two or more other pupils during the cycle, then Item 3 would be left blank. Since the pupil could be involved in more than one position within the group during a cycle, more than one subcategory of Item 3 can be coded where appropriate.

NEXT: The pupil is a member of a group which contains an adult and at least two other pupils and the target child is closer to the adult than any of the other children in the group - so close that the adult must be aware of the proximity of the child.

Examples: The target child is sitting in the teacher's lap while the teacher is telling a story to the class.
The target child is sitting on the piano bench next to the teacher aide while the aide plays the piano.

MID (middle): The target child is in the middle of a group of children; i.e., there are pupils on both sides of the child or at least one pupil farther from the centre of the group, or the teacher, than the target child is.

Example: The child is within the semicircle of pupils who are listening to the teacher aide explain how to paint a picture.

OUT (outside): The child is not physically a member of the group in which he would like to be, or is supposed to be, a member.

Examples: The child has left the group to go sit in the corner.
The child is standing near a group and is watching the activities of the group, but he is not participating in those activities.

Item 4 indicates the observer's general impression of classroom climate, i.e., the general emotional and motivational state of the class as a whole during the cycle. If none of the alternatives apply, leave blank. More than one category can be used.

EXCITED: There is a feeling of excitement in the class and usually some noise.

QUIET: There is little noise in the class.

BUSY: The pupils are constructively occupied at their tasks and this is not incompatible with considerable talking.

IDLE: Few of the children are doing anything.

Item 5 indicates the number of pupils in the group or groups in which the target child spent the cycle, and whether or not each group contained an adult. (Ad) is coded if the group contained an adult, and (NA) (no adult) is coded if the group did not contain an adult. As in Item 2, both (Ad) and (NA) cannot be coded for the same subcategory within a cycle. If the group contained an adult for part of the cycle but did not contain an adult for the entire cycle, code only (Ad) for the given subcategory.

ONE: The target child is the only pupil in the group.

TWO: The group contains the target child and one other pupil.

3-5: The group contains the target child and from two to four other pupils.

6+: The group contains the target child and at least five other pupils, but does not contain all of the pupils in the classroom.

ALL: The group contains all of the pupils in the classroom.

Item 6 indicates the roles of the adults in the classroom, whether or not the pupil being observed is paying attention to the adults. The roles of all of the adults are recorded, with (T) indicating the roles performed by the teacher and (O) indicating the roles performed by the aides (except, of course, for the role of the PROSE observer which is never coded on the CONTEXT side of the PROSE sheet). (P) refers to parent.

SHOW: The adult is informing or instructing by nonverbal means.

Examples: The teacher aide (coded as (O)) is demonstrating a science principle.
The teacher (coded as (T)) is showing the children how to operate a record player.

TELL: The adult is informing or instructing by verbal means.

Examples: The adult is explaining the use of good manners to the class.
The adult is reading a story aloud to the class.

LEAD: The adult and pupils are performing the same activity under the adult's direction.

Examples: The teacher and the class are singing a song together.
The teacher is leading the pupils in marching around the room while a record player plays a song.

DISCUSS: The adult and pupils interact in a dialogue, i.e., both the adult and the pupils exchange words.

Examples: The teacher aide is discussing a visit to a fire station with a group of children.

PEER: The adult is acting in the role of a pupil, i.e., is a member of a group of pupils but is not the leader of the group.

Example: The adult aide is sitting on the floor and singing along with the teacher and the children.

MANAGE: The adult is giving directions or orders to the pupils.

Example: The teacher writes spelling words on the board and has the pupils copy down the words.

RESOURCE: The adult is available for help to the pupil if he is asked but the adult does not offer help to the pupils.

Example: The adult sits at her desk and a few pupils come up to her periodically to ask a question.

HOUSEK (housekeeping): The adult is not interacting with pupils but is working with materials to prepare the classroom for other activities.

Examples: The adult is preparing a snack for the pupils.
The adult is cleaning up the room after snack time or rest period.

INDATT (individual attention): The adult spends all of the cycle with one pupil, during which time the adult is not available to other students.

Example: The teacher is giving one child painting instructions while the rest of the class is listening to the teacher aide read a story.

LSWT (listening or watching): The adult is attentive to what the pupils are doing but she is not interacting directly with the pupils.

Examples: The teacher aide is listening to the teacher read a story to the class.
The teacher is watching the pupils during free play.

NOCNT (no contact): The adult is not paying attention to the pupils.

Examples: The teacher aide is cleaning up a mess.
The teacher is out of the room.

Item 7

MADE EXPLANATIONS: The child can express fluently what a thing is for, how a thing works, why a thing happens or when a thing happens. It is language work, looking at the question of how well or clearly the child can explain the world around him.

ANSWERED QUESTIONS APPROPRIATELY: The child can make sense when answering questions. The answer is relevant or sensible.

EXTENDED UPON LANGUAGE SITUATIONS: This child can talk about objects such as his/her "treasures". He/she is seen as the one who, say, during a picture talk will take over the subject and babble on such that when he/she went to the zoo he/she saw an elephant, and there was an elephant on T.V. last night, but the one on T.V. had different ears from the one in the zoo, and etcetera. This behaviour is considered positive in that the child makes sense, is fluent, and can extend upon the vocabulary offered by the situation.

ASKED QUESTIONS: (language item) The child might ask the teacher "Why and how did the elephant get its trunk? Why don't we have trunks?"

SOUGHT ASSISTANCE OR INFORMATION WHEN NECESSARY: The child uses the teacher as a reference or resource person. He/she seeks her out for genuine assistance. It is apparent that what he/she requires has to be done by the teacher. For example, he/she may have difficulty in dressing or in getting a certain toy that he/she wants which is out of reach.

WAITED TURN: The child allowed other children to use the equipment first, obeyed the rule limiting the number of children allowed in a certain area, and didn't argue or squabble with the children or teacher regarding turns.

BECAME FLUSTERED IN GROUP SITUATIONS: The child is intimidated by the group situation and becomes anxious or shy.

EXPRESSED DISLIKE OF ACTIVITIES: The child verbally criticises an activity. He might say "I don't want to play that game" or "I don't like that toy" or "Do I have to?" He may express a preference for another game or run away and hide.

WORKED TO COMPLETE AN ACTIVITY: The child persists with a task even though it is difficult, tries to follow an activity to a conclusion, and will return to an activity even when interrupted.

WANDERED FROM ONE ACTIVITY TO ANOTHER WITHOUT COMPLETING ANY ACTIVITY: The child never really begins anything, seems not to be involved and drifts aimlessly from one task to another finding it difficult to concentrate on an activity.

SHARED MATERIALS: The child invited or allowed other children to use the materials or equipment.

.....

APPENDIX G

MT. DRUITT EARLY CHILDHOOD PROJECT

THE PRESCHOOL OBSERVATION SCHEDULE (POS)

A behavioural index of preschool children's behaviour

Revision, August 1976

Nowhere is the process more apparent than around the age of four wherein children experiment with language and its forms in order to make their world more meaningful. Consequently language is an important aspect of preschool children's development and serves to provide useful reinforcement to teachers concerning children's growth if the behaviour changes are recorded in some systematic way.

The five items that attempt to indicate language performance are:-

1. makes explanations
2. answers questions appropriately
3. talks about his/her treasures
4. asks questions
5. has a wide vocabulary

Social behaviour (co-operation and compliance v. anger and defiance)

Most children fight and bicker and an essential part of human personality is formed in learning to manage feelings of hostility and aggression. When entering preschool the child brings a history of previous experience with love and warmth, aggression and hostility. At this age children's personal interactions increase and a number of these can be laden with conflict. Of the many behaviours exhibited by preschool children, concentration has typically been made on aggression perhaps as it is this behaviour which is of major concern to teachers.

Aggressive behaviours can be observed in children's social interactions with peers, with parents and with authority. At a descriptive level the term 'aggressive' may be applied to any behavioural sequence which results in injury to or destruction of an animal, human or object; and, in general terms, the behaviour is seen to be intentional. The control of aggressive behaviour poses a fundamental developmental problem for children, who must learn to inhibit rage and to discriminate between those situations in which it is appropriate or inappropriate to behave aggressively.

The five items that attempt to indicate social behaviour as outlined above are:-

1. waits turns and shares materials
2. disrupts activities
3. follows classroom rules and procedures
4. expresses dislike of activities
5. fights with other children.

Emotional behaviour

(a) Attachment versus independence: The behaviour which has been labelled attachment is a conspicuous feature of early childhood. Young children seek contact with certain people. Children resist separation from these individuals and behave in such a way as to gain their attention and approval.

The typical signs of dependent behaviour consist of such actions as seeking recognition, attention, help, closeness or physical contact. Independence is apparent when the child is observed overcoming obstacles, taking the initiative, trying routine tasks by himself, or carrying activities through to completion.

PRESCHOOL OBSERVATION SCHEDULE (POS):

A behavioural index of preschool children's behaviour

Introduction

The dimensions selected for inclusion in the instrument had to satisfy two criteria: first, they had to cover those areas of preschool children's behaviour which were considered crucial to evaluate in determining the effectiveness of the Project; second, they had to cover dimensions of preschool children's behaviour in which comparatively little empirical evidence has been collected to date.

To meet both criteria the Preschool Observation Schedule (POS) was constructed. Initially, it attempted to measure the following dimensions: creativity, social behaviour, emotional behaviour, cognitive behaviour, language and perceptual-motor skills.

Following piloting of the instrument in March/April 1976, it was decided to reduce the dimensions covered by deleting the cognitive and perceptual-motor areas. These dimensions are accounted for by more elaborate instruments. The other dimensions are discussed in more detail below.

Creativity

How is creativity reflected in the child's behaviour? What creative behaviours are typical of the preschool child? Are most preschool children creative or is creativity confined to only a few children?

To answer these questions use will be made of the following specific divergent-thinking processes from which the POS items have been drawn.

Originality: making responses that are unique or unusual, for example, making uncommon uses of an object that has a specific function.

Flexibility: varying one's ideas over a wide range, for example, making many different uses of a certain object.

Fantasy: conveying a sense of novelty in productions and a desire for novelty, for example, unusual role designations and uncommon naming of objects or people or events, novel interpretations and planning unexpected endings.

The five items that attempt to indicate creative behaviours are:-

1. plays with structured materials in novel (original) ways
2. becomes involved in fantasy play
3. extends upon language situations
4. adopts ~~unusual~~ role plays
5. uses odds and ends in a variety of creative ways

Language

Children's capacity for learning language is not based entirely on the ability to imitate what they hear or on their parents' corrections, expansions or reinforcements of speech. These aspects are all relevant to children learning language, but there are other aspects of the process as well. Children's sentences, from the first combinations, reflect some grammatical regularities and show striking differences from the adult system.

The five items that attempt to indicate attachment-independence are:-

1. makes unnecessary demands for assistance, recognition or attention
2. stays near the teacher and seeks physical contact
3. stays near or follows around another child
4. attempts routine tasks independently
5. initiates new activities without assistance

(b) Anxiety: Part of a child's process of maturing involves learning to manage fear and anxiety. Fear is usually described as a response to immediate and evident danger; whereas anxiety is considered an apprehensive response to possible dangers.

The five items that attempt to indicate anxiety are:-

1. becomes flustered in group situations
2. approaches tasks with assurance
3. initiates interaction with other children
4. withdraws when approached by an adult
5. needs reassurance in attempting tasks

Interest-participation v. Apathy-withdrawal

Within the preschool setting it appears to be essential to attempt to note the occurrence of behaviours which may be categorized as representing the interest-participation/apathy-withdrawal dimension. Often these behaviours are influenced by the children's intrinsic or extrinsic motivation and these in turn are often reflected in the expectations held by the teachers in the preschool. Hence, the attempt is made to rate behavioural changes in this dimension.

The five items that attempt to indicate this dimension are:-

1. wanders from one activity to another without completing any activity
2. works to complete an activity
3. participates in group activities
4. expresses interest in set tasks
5. plans and prepares for a task

Suggested items for the POS

CREATIVITY

1. plays with structured materials in novel (original) ways
2. becomes involved in fantasy play
3. extends upon language situations (fluency)
4. adopts unusual role plays
5. uses odds and ends in a variety of creative ways

LANGUAGE

6. makes explanations
7. answers questions appropriately
8. talks about his/her treasures
9. asks questions
10. has a wide vocabulary

SOCIAL BEHAVIOUR (co-operation and compliance v. anger and defiance)

11. waits turns and shares materials
12. disrupts activities
13. follows classroom rules and procedures
14. expresses dislike of activities
15. fights with other children

EMOTIONAL BEHAVIOUR (attachment v. independence)

16. makes unnecessary demands for assistance, recognition or attention
17. stays near the teacher and seeks physical contact
18. stays near or follows around another child
19. attempts routine tasks independently
20. initiates new activities without assistance

EMOTIONAL BEHAVIOUR (anxiety v. confidence)

21. becomes flustered in group situations
22. approaches tasks with assurance
23. initiates interaction with other children
24. withdraws when approached by an adult
25. needs reassurance when attempting tasks

MOTIVATION (interest-participation v. apathy-withdrawal)

26. wanders from one activity to another without completing any activity
27. works to complete an activity
28. participates in group activities
29. expresses interest in set tasks
30. plans and prepares for a task

MT. DRUITT EARLY CHILDHOOD PROJECT
PRESCHOOL OBSERVATION SCHEDULE (1976)

Name of student: _____ Month: _____

School: _____ Teacher: _____ AM/PM

Please describe as accurately as possible how the above student behaves by circling one of the five responses to each question. Base your response upon your personal observation and experience with the pupil OVER THE MONTH. Please do not confer with your team teacher about the pupil while completing this form. Notice that the NOT SURE response indicates that you are not certain that the response you made is valid.

	Very much like	Somewhat like	Middling	Very little like	Not at all like	NOT SURE
1. becomes flustered in group situations	5	4	3	2	1	x
2. becomes involved in fantasy play	5	4	3	2	1	x
3. extends upon language situations (fluency)	5	4	3	2	1	x
4. answers questions appropriately	5	4	3	2	1	x
5. disrupts activities	5	4	3	2	1	x
6. attempts routine tasks independently	5	4	3	2	1	x
7. adopts unusual role plays	5	4	3	2	1	x
8. works to complete an activity	5	4	3	2	1	x
9. expresses interest in set tasks	5	4	3	2	1	x
10. makes explanations	5	4	3	2	1	x
11. plans and prepares for a task	5	4	3	2	1	x
12. stays near or follows around another child	5	4	3	2	1	x
13. talks about his/her treasures	5	4	3	2	1	x
14. fights with other children	5	4	3	2	1	x
15. participates in group activities	5	4	3	2	1	x
16. wanders from one activity to another without completing any activity	5	4	3	2	1	x
17. withdraws when approached by an adult	5	4	3	2	1	x
18. stays near the teacher and seeks physical contact	5	4	3	2	1	x
19. asks questions	5	4	3	2	1	x
20. initiates new activities without assistance	5	4	3	2	1	x
21. plays with structured materials in novel (original) ways	5	4	3	2	1	x
22. initiates interaction with other children	5	4	3	2	1	x
23. approaches tasks with assurance	5	4	3	2	1	x
24. expresses dislike of activities	5	4	3	2	1	x
25. uses odds and ends in a variety of creative ways	5	4	3	2	1	x
26. has a wide vocabulary	5	4	3	2	1	x
27. waits turns and shares materials	5	4	3	2	1	x
28. follows classroom rules and procedures	5	4	3	2	1	x
29. makes unnecessary demands for assistance, recognition or attention	5	4	3	2	1	x
30. needs reassurance when attempting tasks	5	4	3	2	1	x

Copyright: Mt. Druitt Early Childhood Project, 1976.

The following is a description of the items to give some feeling for the behaviours to observe.

Item 1: becomes flustered in group situations. The child is intimidated by the group situation and becomes anxious. This is manifested by such behaviours as becoming tongue-tied, shy or flustered.

Item 2: becomes involved in fantasy play. A distinction is made here between role play and fantasy play. Role play is seen as such behaviours as playing mummy and daddy or doctors and nurses. The children are modelling themselves on some actual adult role. Fantasy play reflects an acting out of the child's imagination of a situation beyond what would usually be expected to be within the realm of the child's experience. For example, in one preschool paper streamers were hanging from the ceiling. One child was observed to develop this into an underwater scene with the streamers being both coral and seaweed. At different times the girl was an underwater diver, a shark, a crab, and various other sea creatures.

Item 3: extends upon language situations (fluency). This child is seen as the one who, say during a picture talk, will take over the subject and babble on about how when he went to the zoo he saw an elephant, and there was an elephant on TV last night, but the one on TV had different ears from the one in the zoo, and etcetera. This behaviour is considered positive in that the child is intelligibly extending upon the theme suggested by the object.

Item 4: answers questions appropriately. The child makes sense when answering a question. The answer is relevant and sensible.

Item 5: disrupts activities. The child deliberately runs into games, knocks over constructions and upsets play groups. The child is intent on aggression.

Item 6: attempts routine tasks independently. The child has organized himself. He can put on his own shoes, pack away, peel an orange or take himself to the toilet without assistance.

Item 7: adopts ~~unusual~~ varied role plays. A role play is, for example, the girl who dresses the children in the dolls corner, makes the beds, sweeps the floor, washes the baby, puts the baby in the pram, has breakfast and takes the baby to the supermarket. An unusual role play is relative to the typical types of role play that are on-going in the preschool.

Item 8: works to complete an activity. This is the child who persists with a task even though it is difficult; who tries to follow an activity to a conclusion, and who will return to an activity even when interrupted.

Item 9: expresses interest in set tasks. The child verbally expresses an interest in an activity or by his actions displays interest. He might say, "Can I play that game?" or "May I use this toy?"

Item 10: makes explanations. The child can explain how a thing works, why a thing happens or when a thing happens. It is language work, looking at the question of how well or clearly a child can explain the world around her.

Item 11: plans and prepares for a task. This child reveals purpose behind what she does. She may collect all the materials she needs to accomplish a task, set them out in order of steps and systematically go about doing the job.

Item 12: stays near or follows around another child. This child will rely on another child, seek help, closeness or physical contact. She will behave in certain ways to gain the attention or approval of the other child.

Item 13: talks about his/her treasures. These are the children that enjoy talking about things they bring to school or things they might make.

Item 14: fights with other children. This is the child that seems to be constantly fighting, bickering or aggressing against other children.

Item 15: participates in group activities. The child joins in group activities with enthusiasm and needs little persuasion.

Item 16: wanders from one activity to another without completing any activity. This child seems apathetic lacking any interest in the activities provided. The child tends to drift around rarely seeing any task through to completion.

Item 17: withdraws when approached by an adult. This item attempts to indicate evidence of anxiety. The child tends to cry easily, shrinks within herself, shakes and reveals signs of nervousness.

Item 18: stays near the teacher and seeks physical contact. This child relies on the teacher, seeks help or closeness or physical contact. He will behave in certain ways to gain the attention or approval of the child.

Item 19: asks questions. Another language item, the child might ask the teacher why an elephant has a trunk, how did the elephant get its trunk, why don't we have trunks.

Item 20: initiates new activities without assistance. This child seeks out new tasks independently, actively exploring the environment, searching for fresh challenges.

Item 21: plays with structured materials in novel (original) ways. The example seen in one preschool reflecting this item was a boy who was set the task of finishing a puzzle. The theme of the puzzle was Fire with firemen, ladders, fire engines and hoses. Instead of replacing these pieces into their appropriate places, he stood all the pieces up and played out a drama involving the pieces.

Item 22: initiates interaction with other children. The child makes contact with other children, organizes games, makes suggestions and is seen as the leader.

Item 23: approaches tasks with assurance. This child is confident at accomplishing set activities.

Item 24: expresses dislike of activities. The child verbally criticizes an activity or expresses dislike of it. She might say, "I don't want to play that game" or "I don't like that toy" or "Do I have to?"

Item 25: uses odds and ends in a variety of ways. Rather than cutting out the same thing every time she is handed a pair of scissors and paper, she experiments along divergent lines. She uses materials in a variety of ways often with complex and elaborate detail.

Item 26: has a wide vocabulary. This child may not be as fluent as the child in Item 3 but it is apparent that she has an extensive range of words compared to other children.

Item 27: waits turns and shares materials. This child allows other children to use the same equipment, invites children to use the materials, doesn't argue or squabble over possessions, waits in turn and speaks in turn.

Item 28: follows classroom rules and procedures. This child knows the rules, has learnt the procedures, and attempts not to upset classroom routine. He walks in the classroom, respects "quiet corners" and puts back toys where and as he found them.

Item 29: makes unnecessary demands for assistance, recognition or attention. This child seeks out the teacher for trivial reasons. It is apparent that what he requires he can easily get for himself. The child is regarded as dependent when his help-seeking and question-asking behaviour did not appear to need the information or help per se but was essentially seeking attention.

Item 30: needs reassurance when attempting tasks. This child lacks confidence in attempting set tasks and needs persuasion and encouragement from the teacher.

.....

APPENDIX H

Mathematics

1. Extracting common features from environment .. equivalence

Materials:
Thirty items representing 5 different environments known to the pre-school child.

Garden/outdoors: stone, shell, fork, flower, feather, spade.

Kitchen: spoon, knife, plate, mug, saucepan, egg.

Shopping/outings: cigarettes, biscuits, butter, matches, purse, keys.

Personal: comb, necklace, watch, sock, ribbon, spectacles in case.

Reading, writing: book, paintbrush, pencil, rubber, scissors, ruler.

These are placed on a tray before the child who is encouraged to examine them.

Instructions

E. "Do you know what these things are?" .. holds up a number of items one by one and asks S to name each (accepts S's name, and does not correct it.) If S seems familiar with items proceed. If S asks "What is that?" E tells him.

E. "Some of these things belong together. Do you know which ones they are? Put them over here." If S fails to comply E says "Do you think some of these things are a little bit the same? Which ones? Put them over here. Now tell me, why are they the same?" When S has collected two or more items E says "Why are these the same?" or "Why do they go together?" "Are there any more that can go with these?"

Record is kept of the number of items chosen and the items are listed. The reason given is recorded.

2. Sorting logical groups

Materials:
One set of Vygotsky blocks (vary in colour and shape).
A set of boxes equal to the number of possible subsets at any one time.

Instructions

E. "See these blocks. What can you do with these? Can you put some in this box and some in that box, etc. Put the ones that go together (are the same, belong together) in the box .... now some in this box, etc."

Record the blocks selected in each box. If reason for selection is not clear ask "Why do these go here?"

If only two groups are made E gives S further opportunity to subdivide by asking "Could some of those go in this box? Would they all be the same?", etc.

3. Completion of a simple matrix

Materials
A piece of cardboard 7 x 7 inches marked off into quadrants. On the upper and lower left hand quadrant areas are drawn two items which have some logical correspondence (e.g., shirt and trousers). A number of pictures mounted on board 2 x 2 inches approx. are put in from of the S.

Instructions

"What should go in here?" (pointing to one of the empty quadrants)"and what should go there?" (pointing to the other). Record the two choices and their location on the matrix and reason given. An alternative set is provided.

4. Seriating

A) Standard Materials:
Cone dolls, each varying 1 cm in length from 2 cm to 9 cm.

Instructions

a) Establish perceptual discrimination and the relevant vocab. with dolls. Arrange all dolls from tallest to shortest and ask, "Are these all the same? How are they different? Can you find two that are just the same? Which one is the father, which one is the mother, which one is the baby?

b) Mix up dolls: Say: "put the dolls as they were before, with the father here, the mother next to him then all the brothers and sisters, then the baby here.

c) If child is not able to seriate X dolls give ½X (every second doll - 2 cm differentiation.)

B) Environmental Materials:

1. 3 tins differentially weighted with plasticene.
Establish perceptual discrimination and relevant vocabulary.
Ask: "Are these tins the same weight? How are they different? Which one is the heaviest? Which is the lightest?" Mix up and say: "Put tins as they were before and put the heaviest tin here.

2. 3 clear plastic containers with different volumes of coloured water.

Procedure as before.

Say: "Put containers as they were before. Put the one with the most water here.

5. Measurement in Units

Materials:
A set of cubes for building 2x2x2.inches.
Two tables or large boxes on which the blocks may be used. One should be a couple of inches higher than the other.

Instructions

E. builds a tower of blocks on one table and says to S "Can you make a tower as tall (big) as mine?" 1. The space on the same table is indicated where the tower shall be built. 2. The same instruction but indicating a place on the other table. Avoid the use of the descriptor 'High'.
Record number of blocks used by E and by S. Record any attempt to measure off, by counting blocks, by spanning, etc. If towers are same height, but not the same size, responses are scored incorrect.

6. Number patterns

a) Division
Materials:
1 wooden toy 'bus' with spaces for only two passengers, i.e. 2 holes. The 6 passengers are wooden peg figures.

Procedure

Put all the peg figures on one side of the table (or floor) near an object which is called "the bus stop". Say "This is a bus coming to take these people to the shops. How many people can fit inside?" - demonstrate if necessary how the holes are filled. Say "Over there are the shops". Use another object to represent shops. Say "How many times will the bus have to go over to the shops and back again (demonstrating with full vehicle) so that all of the people can go shopping?"

6. Number patterns (Cont'd.)

Take the figures out of the bus, return the bus to the bus stop. "Here comes the bus. How many times will it have to go to the shops to get all these people over there?"(pointing to shops). If S is passive, say "You try it!"

S may say "6 times" - if he demonstrates one round trip as 2 times, this answer is acceptable.

Correct answer "3".

b) One to one correspondence
Materials:
8 drink bottles, 14 straws.

Procedure

Say "Lets pretend we are having a party and there is a bottle of drink for each person. We need straws don't we? Do you think there is a straw to go with each bottle?" If S does not spontaneously arrange corresponding sets, say "Lets find out if there is a straw to go with each bottle. Show me."

c) Counting perrespondence
Materials: as in (b).

Procedure

Remove straws from the bottles and bunch them together leaving the row of bottles intact. Say "Are there still enough straws in this pile?" If "Yes" say "How do you know?" S may count spontaneously. If not, say "How many straws do we need?"

7. Time sequence

a) Movement/counting correspondence
Materials:
A toy car with a mark on one wheel which matches a mark on the car body. Show S how these match up every time the wheel goes around.

Procedure

Say "How many times does this wheel go around? Watch while I drive the car over here and count how many times." If necessary repeat the instruction once. Use only 3 revolutions.

b) Picture sequence
Materials:
Set of wooden pictures in sequence.

Procedure

Say "Listen to this story about a cat called Tabby. Tabby was very hungry. She went to the kitchen to look for food. She found some fruit. She bit a banana but it was too soft. She bit a pear but it was too hard. Then she saw some milk and drank it all up."

Show the pictures in scrambled sequence. Say "Look at these pictures. What did Tabby bite first? What did she try next? What did she have then?"

8. Spatial Ordering

a) Structured
Materials:
Coloured discs.

Procedure

Place discs in order - left to right.
Say "You put your circles in a line just the same as mine."

b) Environmental
Materials:
Things used for painting and pasting.

Procedure

Say "Watch how I get my things ready to do some painting and pasting.
Now you get your things ready. Put your things out just like I have mine."

APPENDIX I

A PRELIMINARY SCALE OF DEVELOPMENT OF COGNITIVE CLARITY IN THE BEGINNING READER, REVISED

1. Test: Basic realisation of reading. Child to indicate his own evaluation of his reading ability.

   Say: Can you read yet?

   Answer:

   Score: Introductory only.

2. Test: Understanding of the use and nature of books.

   Say: What do you think is in books?

   Answer:

   Score:

3. Say: Do books have stories in them?
   What else is in books?

   Answer:

   Score:

4. Test: Understanding that print, not picture, carries the message.

   Say: Show me what people look at when they are reading.
   (Show pp. 44-45 A.A. Milne "When we were very young".)

   Answer:

   Score:

5. Test: Recognition of the reading situation. (Present photographs numbers 1 to 6)

   Say: Is the teacher (or boy or girl) reading?

   Answer:

1	4
2	5
3	6

   Score:

6. Test: Child's awareness of his home address.

   Say: Can you tell me where you live?

   Answer:

   Test: Child's understanding of the communicative purpose of literacy.

   Say: How does a postman know how to bring a letter to your house?

   Answer:

   Score:

7-10. Test: Concept of visual word matching. (Present cards to child in succession)

   Say: Show me which word looks just like this word.
   (Point to stimulus word.)

   7. M
   8. NO
   9. PIG
   10. SAW

   Score: Ensure tester has two pieces of light card that the child can hold and slide to cover sections of the print. Lay the cards on the page but leave all print exposed.

A PRELIMINARY SCALE OF DEVELOPMENT OF COGNITIVE CLARITY

IN THE BEGINNING READER, REVISED

1. Test: Basic realisation of reading. Child to indicate his own evaluation of his reading ability.

   Say: Can you read yet?

   Answer:

   Score: Introductory only.

2. Test: Understanding of the use and nature of books.

   Say: What do you think is in books?

   Answer:

   Score:

3. Say: Do books have stories in them?
   What else is in books?

   Answer:

   Score:

4. Test: Understanding that print, not picture, carries the message.

   Say: Show me what people look at when they are reading.
   (Show pp. 44-45, A.A. Milne "When we were very young".)

   Answer:

   Score:

5. Test: Child's awareness of his home address.

   Say: Can you tell me where you live?

   Answer:

   Test: Child's understanding of the communicative purpose of literacy.

   Say: How does a postman know how to bring a letter to your house?

   Answer:

   Score:

6-9 Test: Concept of visual word matching. (Present cards to child in succession)

   Say: Show me which word looks just like this word.
   (Point to stimulus word.)

   6. M
   7. NO
   8. PIG
   9. SAW

   Score: Ensure tester has two pieces of light card that the child can hold and slide to cover sections of the print. Lay the cards on the page but leave all print exposed.

11. Test: Letter concepts.

Say: This story says, "The waves splashed in the hole". I want you tp push the cards across the story like this until all you can see is just one letter.
(Demonstrate the movement of the cards but do not do the exercise.)

Say: Now show me two letters.

Score:

12. Test: Word concept.

Say: Show me just one word.
Now show me two words.

Score:

13. Test: First and last letter concepts.

Say: Show me the first letter of a word.
Show me the last letter of a word.

Score:

Test: Letter name knowledge. (Phonetic pronunciation)

14. Say: Can you show me a d?

Score:

15. Say: Can you show me a c?

Score:

16. Say: Can you show me a b?

Score:

17. Say: Can you show me a r?

Score:

Test: Child's ability to catagorise. (Present sequences of ccards to the child.)

Say: Which cards belong together?

18. Answer: (3 dogs)

Score:

19. Answer: (3 straight sided)

Score:

20. Answer: (3 clothing)

Score:

21. Answer: (3 run on land)

Score:

22. Answer: (3 with oo)

Score:

Test: Understanding of word sequence.

Say: Tell me whether these things I say to you sound right or whether they sound funny.
(Ask the child how it should sound if he claims it is not sounding right.)

John lost his bicycle. (Prompt to ensure child understands the requirements.)

23. Say: The horse ate hay.
Answer:
Score:

24. Say: Jane swimmed in the pool.
Answer:
Score:

25. Say: His hat the wind blew off.
Answer:
Score:

26. Say: The teacher read the writing on the blackboard.
Answer:
Score:

27. Say: I go to run child school.
Answer:
Score:

Test: Child's level of cognitive functioning. (Show each set of stimulus pictures to the child, one set with each story.)

Say: These pictures all tell different parts of a story, you see if you can show me which picture I am talking about.

28. Say: The class that Andrew and Mandy were in were going on a visit to the Zoo; all the children had to bring their money to the teacher in the morning. Mandy gave her money to the teacher.
Answer:
Score:

29. Say: It was a warm sunny day so Jim decided to go fishing. Both he and the cat hoped he would catch a nice fat fish for supper.
Answer:
Score:

30. Say: Andrew and Mandy began to pull the little cart after they had put the cat in it.
Answer:
Score:

APPENDIX J

Page 1

MT. DRUITT EARLY CHILDHOOD PROJECT

FORM 1

PARENT BEHAVIOUR INVENTORY

NOV. 1976

PARENT: Look at the statements below and rate how well you think they describe your child. If the statement describes just what your child is like, or the say s/he does things, cross the 4. If the statement does not describe what your child is like at all, cross the 1. If you think it is something like your child, cross the 3 and if it's not much like your child, cross the 2.

1.	Writes words	1	2	3	4
2.	Draws pictures	1	2	3	4
3.	Makes up own stories	1	2	3	4
4.	Plays alone	1	2	3	4
5.	Toilets self	1	2	3	4
6.	Catches things (balls)	1	2	3	4
7.	Concentrates on things	1	2	3	4
8.	Knows left from right	1	2	3	4
9.	Runs	1	2	3	4
10.	Is shy with other children	1	2	3	4
11.	Plays imaginatively with toys	1	2	3	4
12.	Does things in own way	1	2	3	4
13.	Shares toys	1	2	3	4
14.	Asks questions	1	2	3	4
15.	Can explain things	1	2	3	4
16.	Joins with others in using things (toys)	1	2	3	4
17.	Makes things	1	2	3	4
18.	Is argumentative	1	2	3	4
19.	Retells stories	1	2	3	4
20.	Knows when it's time for routines (meals)	1	2	3	4
21.	Balances	1	2	3	4
22.	Can sort things that are the same	1	2	3	4
23.	Has tantrums when frustrated	1	2	3	4
24.	Plays with other children	1	2	3	4
25.	Plays best with older children or adults	1	2	3	4
26.	Likes stories	1	2	3	4
27.	Disrupts play with other children	1	2	3	4
28.	Plays make-believe games	1	2	3	4
29.	Sings	1	2	3	4
30.	Speaks clearly	1	2	3	4
31.	Is anxious	1	2	3	4
32.	Is helpful	1	2	3	4
33.	Knows rhymes	1	2	3	4
34.	Collects objects	1	2	3	4
35.	Knows parts of body	1	2	3	4
36.	Dresses self	1	2	3	4
37.	Obeys instructions	1	2	3	4
38.	Gets attention in the right way	1	2	3	4
39.	Counts things	1	2	3	4
40.	Feeds self	1	2	3	4
41.	Organises own play, games	1	2	3	4
42.	Notices when things are not right	1	2	3	4
43.	Names colours	1	2	3	4
44.	Careless with toys	1	2	3	4
45.	Cries when parents leave	1	2	3	4
46.	Knows lots of words	1	2	3	4
47.	Climbs	1	2	3	4
48.	Approaches adults easily	1	2	3	4
49.	Names letter shapes	1	2	3	4
50.	Knows what things are for	1	2	3	4

MT. DRUITT EARLY CHILDHOOD PROJECT — FORM 1

PARENTS' EXPECTATIONS OF PRESCHOOL — NOV, 1976

PARENT: As a parent, what would you say were the most important things preschool has done for your child?

_____

_____

_____

_____

Look at the statements below. Cross the statements which you think have been the most important ones for your child at preschool.

1. to make things
2. to know what things are for
3. to name shapes
4. approach adults easily
5. to climb
6. to use lots of words
7. to know how things should be
8. to be less careless with toys
9. to name colours
10. to cope with parents' absence
11. to organise own play, games
12. to feed h/self
13. to count
14. to get attention in the right way
15. to obey instructions
16. to dress h/self
17. to names parts of h/ body
18. to be interested in collecting things
19. to say rhymes
20. to be more helpful
21. to be less anxious
22. to speak clearly
23. to sing
24. to play make-believe games
25. to be less disruptive
26. to be interested in stories
27. play with older children or adults
28. to play with other children
29. to cope with frustration
30. to sort things into groups
31. to balance
32. to understand about time
33. to retell stories
34. to be less argumentative
35. to join with others in using things (toys)
36. explain things
37. ask questions
38. share toys
39. to do things his/her own way
40. to be interested in playing imaginatively with things
41. to be less shy
42. to run
43. to know left from right
44. to concentrate on things
45. to catch things (balls)
46. to use the toilet
47. to play alone
48. to make up own stories
49. to draw
50. to write words

MT. DRUITT EARLY CHILDHOOD PROJECT — FORM 2

REASONS FOR PRE-SCHOOL ENROLMENT — Nov. 1976

PARENT: What would you say have been the most important benefits, from the child's point of view, of sending her/him to pre-school?

Look at the statements below. Cross the statements which you agree have been the most important benefits of sending your child to preschool.

I think the most important benefits have been that s/he has been able to:

1. go to school like other children in the family/street
2. make friends with other adults
3. take care of h/ own things
4. be more curious
5. read
6. count
7. play with other children
8. do better school work in infants school
9. write
10. listen to stories
11. obey instructions
12. learn how to use things (tools, toys, utensils)
13. learn to ask questions
14. follow a routine
15. play new games
16. make new friends
17. share
18. learn songs
19. play with new toys and equipment
20. become more independent of mother
21. speak clearly
22. fit into infants school more easily
23. find out things for h/self
24. work with numbers
25. learn new words

MT. DRUITT EARLY CHILDHOOD PROJECT — FORM 2

REASONS FOR PRE-SCHOOL ENROLMENT — NOV, 1976

PARENT: What would you say were the most important benefits, from the mother's point of view, of sending your child to pre-school?

_____

_____

_____

_____

Look at the statements below. Cross the statements which you agree were the most important benefits of sending your child to preschool.

Having my child in preschool I have found:

1. I have had more time to spend with others in the family
2. I need to be less attached to s/him
3. I have learned more about children and the ways they grow
4. Trained teachers have more to offer than minders
5. Preschool is something to be interested in
6. I have been able to work
7. I have had some time to myself
8. How s/he would cope before full time school
9. I have had some help coping with her/him
10. Trained teachers are better able to teach the things s/he needs to know